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ABSTRACT

In an ongoing effort to evaluate how well William Rainey Harper College (WRHC), in Palatine, Illinois, prepares its students to transfer into baccalaureate programs, a survey was conducted of all 824 transfer-oriented students who had accumulated at least 48 semester hours of credit during the 1988-89 academic year. Study results, based on a 69% response rate, were compared with those from previous years. In addition, all transfer data sent to WRHC from senior institutions between 1979 and 1989 were analyzed. Study findings included the following: (1) 37% of the respondents were employed full-time, a decrease of 2% from the 1987 group; (2) 75% were enrolled in a college 1 year after leaving WRHC; (3) the percentage working while attending college had increased steadily, from 35.6% in 1981 to 45.2% in 1987 and 52.9% in 1989; (4) as in the past, most students who had transferred to senior institutions were business majors at both WRHC and their four-year school; (5) the percentage employed as unskilled laborers had decreased from 14% among 1987 alumni to 7.6%; (6) the average salary of alumni was $21,676; (7) 50.6% of the transferring alumni stated that all of their WRHC courses transferred; (8) 67% reported earning a grade point average (GPA) of 3.0 or better at their four-year school; (9) as in the past eight studies, GPA's earned at four-year institutions (with the exception of the University of Illinois at Champaign) were higher than those earned at WRHC; (10) data from senior institutions revealed that the GPA's of WRHC transfer students were lower than those of other community college transfer students; and (11) transferring alumni rated all services at WRHC higher than those at their four-year institution. Narrative responses and the survey instrument are included. (MPH)

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Follow-Up Study of 1989 Harper College Transfer Alumni

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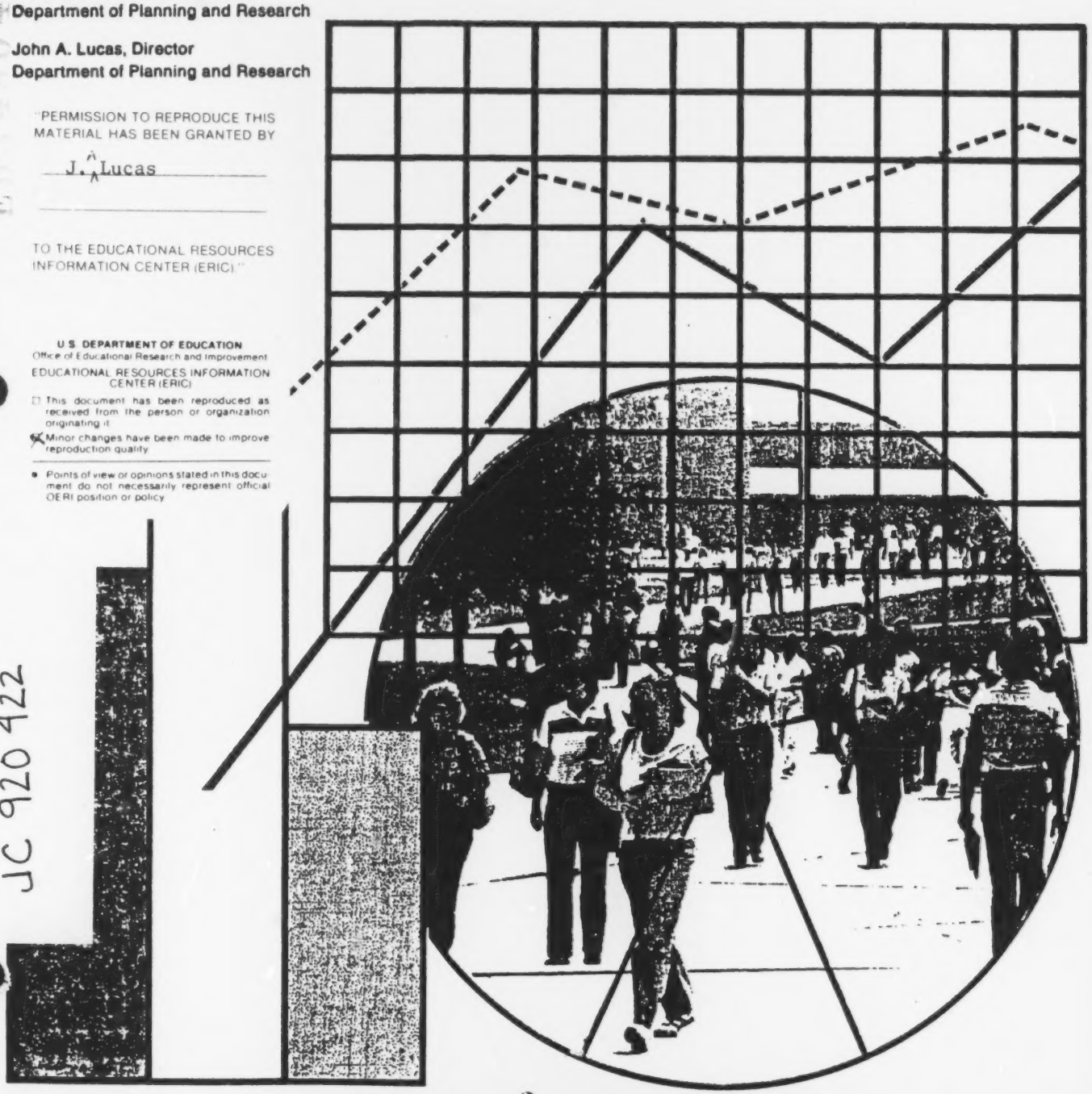

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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP 1989 TRANSFER ORIENTED STUDENTS ONE YEAR AFTER THEY HAD ACCUMULATED AT LEAST 48 SEMESTER HOURS OF CREDIT AT HARPER COLLEGE. ALL 824 ALUMNI MEETING THESE CRITERIA WERE MAILED A SURVEY FORM ASKING ABOUT THEIR CURRENT STATUS, THEIR EVALUATION OF HARPER AND THEIR ACTIVITY PATTERN WHILE AT HARPER. AFTER FOLLOW-UP PROCEDURES WERE COMPLETED, A 69 PERCENT RESPONSE RATE WAS ATTAINED. DATA ON HARPER TRANSFER STUDENTS NOW ATTENDING FOUR-YEAR COLLEGES WAS ALSO ANALYZED.

THE RESULTS OF THIS STUDY SHOWED THAT THE COST OF THEIR EDUCATION AT THEIR NEW INSTITUTION HAS INCREASED $2,000 FROM THAT REPORTED BY THE 1981 ALUMNI. WITH THE STEADY INCREASE IN THE COST OF EDUCATION, A NUMBER OF THINGS ARE RESULTING. FIRST, THERE ARE MORE STUDENTS WORKING WHILE GETTING THEIR EDUCATION. A GOOD NUMBER OF THE ALUMNI ARE REMAINING AT HARPER RATHER THAN IMMEDIATELY TRANSFERRING TO A FOUR-YEAR INSTITUTION. THE PERCENTAGE OF STUDENTS ATTENDING SCHOOL FULL TIME AND NOT WORKING IS STEADILY DECLINING. WHILE AT HARPER THE STUDENTS ARE WORKING MORE HOURS, SPENDING LESS TIME IN EXTRACURRICULAR ACTIVITIES AND SOCIALIZING ON CAMPUS.

HARPER ALUMNI CONTINUE TO HAVE SUCCESS WHEN TRANSFERRING TO FOUR-YEAR INSTITUTIONS. THE RESULTS OF THE SURVEY REFLECT IMPROVED GPA AVERAGES AT THE NEW SCHOOL. MOST OF THE ALUMNI STATED THEIR EXPERIENCE AT HARPER WAS POSITIVE, WHICH HELPED PREPARED THEM FOR THE NEW INSTITUTION. THEY RATE HARPER SERVICES BETTER THAN THE NEW INSTITUTION SERVICES. OUR ALUMNI TEND TO TRANSFER TO ONE OF OUR STATE PUBLIC SCHOOLS, BUT THE SECOND LARGEST TRANSFER RATE WAS A PRIVATE SCHOOL - ROOSEVELT.

THE SCHOOL THAT MOST OF OUR ALUMNI TRANSFER TO CONTINUES TO BE NORTHERN ILLINOIS UNIVERSITY. ROOSEVELT REPLACED ILLINOIS STATE AS THE SECOND MOST POPULAR SCHOOL FOLLOWED BY THE UNIVERSITY OF ILLINOIS/CIRCLE. NORTHEASTERN ILLINOIS HAS CLIMBED TO FOURTH MOST POPULAR. AGAIN, MOST OF OUR ALUMNI TRANSFER INTO BUSINESS MAJORS. EDUCATION HAS REPLACED ENGINEERING AS THE SECOND HIGHEST MAJOR.

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PURPOSE

The purpose of this study was to follow up all 1989 transfer oriented students one year after they had accumulated at least 48 semester hours of credit at Harper College. The study also examined transfer student data sent to Harper by the senior colleges and universities. This research project was designed to help evaluate how well Harper prepared its students to transfer into baccalaureate degree programs at a number of colleges and universities.

POPULATION SURVEYED

All 824 transfer oriented students who reached 48 or more semester hours during the 1988-1989 academic year were surveyed. After follow-up procedures were completed, the return rates achieved were:

	Number	Percent
Mail Responses	253	30.7
Responses Received Over the Phone	314	38.1
Total Number of Responses	567	68.8
Refused to Answer	10	1.2
Non-Forwardable	23	2.8
Could not be Reached by Phone	224	27.2
Total	824	100.0

In addition, all transfer data sent to Harper from senior institutions from 1979 to present was analyzed and included in this study.

METHOD USED

The survey form, shown in the appendix, was developed by the Office of Planning and Institutional Research in 1969 and modified over the years using input from vice presidents, deans, and directors. This instrument requests students' current status, evaluation of Harper, and activity pattern while at Harper. This instrument and the cover letter were mailed to the target population one year after they had accumulated 48 hours at Harper. Three weeks later, a second mailing was sent to the non-respondents. After another three weeks, those still not responding were surveyed over the telephone. This study was conducted every year in the early history of Harper, but since 1975 it has been conducted every other year. Data from this 1989 alumni study is compared with data from the past surveys.

DISCUSSION OF RESULTS

Again, there was a big change in what the 1989 transfer alumni were doing a year later as compared to past transfer alumni. This time the percentage of full-time employed dropped slightly from 39 percent to 37 percent. The upward trend of our alumni attending school either by transfer or remaining at Harper continues. Three-fourths of the alumni reported enrollment in a college a year later after attaining alumnus status. At the same time the trend toward our alumni working while attending school continues to rise. The 1981 alumni reported 35.6 percent going to school and working, the 1987 alumni reported 45.2 percent, and now our 1989 alumni reported 52.9 percent. A corresponding downward trend of attending school full time and not working exists. This percentage has dropped from 33.4 percent in 1981 to 21.7 percent for our 1989 alumni. Only .2 percent were unemployed and not enrolled.

DISCUSSION OF RESULTS (continued)

Most of our transferring alumni had business majors while at Harper which was comparable to past years. The other largest category reflected a humanities and liberal arts major. However, the humanities and liberal arts percentage dropped to 17 percent, somewhat less than the customary 20+ percent figure reported in prior studies. The other majors remained close to those reflected in our last study. About 34 percent of our alumni did not get a degree because they had not met the requirements. Of those students, 26 percent stated they did not get a degree since they were transferring to a four-year institution. The percentage of students not attaining a degree and remained at Harper dropped to 14 percent compared to the 19.7 percent of the 1987 alumni. However, this figure is close to the percentage reported throughout most of the 1980's by our alumni. Most of the students were employed in the business or finance area, others were involved in office or clerical and sales. Thirty-three percent of our Harper alumni were employed in positions that are classified as beginning professionals. There was a noticeable increase in the number of alumni employed in semiskilled labor (33.5%), but a decrease in unskilled labor jobs from 14 percent to 7.6 percent. The upward trend of increased salaries continued in that the average salary of our alumni rose to $21,676. This average salary is close to 50 percent higher than those earned by the 1979 alumni. Most of the alumni found their jobs on their own, but, although this category increased with this alumni, the trend has been for students to rely on outside sources in finding a job. The jobs are generally in the northwest suburbs (75.7%), while other jobs were mainly in other Chicago suburbs.

Similar to our previous survey, our alumni stated areas that benefited them by attending Harper were in the communication areas - verbal, person to person, and written. The least beneficial areas again were specific job knowledge and technical job skills.

Most of Harper transferring alumni (59.5%) went to one of our public state universities. The most prevalent school transferred to was Northern Illinois University. The most popular private school our alumni transferred to was Roosevelt with DePaul being second. In fact, Roosevelt was the second most popular school followed by Illinois/Circle. This is the first time a private school ranked second in popularity for transfer students. About one-fifth of our alumni remained at Harper.

Consistent with our past alumni, business was the most popular major at their new institution. Education replaced engineering as the second largest major at the new school. In general, most alumni continued their Harper major at the new institution. The alumni found in most situations that their courses were easily transferred to their new school. In fact, 50.6 percent of them stated all their courses transferred. Of the alumni who found that courses did not transfer, one-fifth of them stated they did not investigate carefully enough the transfer requirements. Another 17 percent stated some of their courses did not transfer because they were considered too remedial by their new institution. Again, our alumni have fared well at the new institutions. Sixty-seven percent of them reported earning a GPA of 3.0 or better. Only .6 percent said they had a GPA of under 2.0. Only 48 percent of these same alumni earned a GPA of 3.0 or better while at Harper and their average GPA increased from 2.91 to 3.12 at the new institution.

When comparing the performance of our transferring alumni at the new school with their Harper performance, the Harper alumni improved their GPA at the new institution with the exception of the University of Illinois at Champaign. For the period of our past eight studies, the cumulative statistics reflect the same pattern. The alumni which transfer to the University of Illinois at Champaign generally have better Harper GPA's than those that transfer to other schools. Material received from the individual state schools show that Harper transfer students have earned somewhat

lower GPA's than other community college transfer students. The native University of Illinois at Champaign students consistently graduate with higher GPA's, have a higher graduation percentage, and have a better retention ratio than Harper alumni. In contrast to prior years, in all the above categories, the Harper alumni are somewhat less comparable to other community colleges transfer students. The 1990 entering class from Harper at Champaign is twice as large as most prior classes. Harper had more sophomore status students transferring than usual. The other community colleges also reflected increased enrollment for this class.

A research study conducted by the University of Illinois at Champaign/Urbana to report enrollment and characteristics of new transfer students for the 1989 fall term, found that 29 percent of the Harper transfers graduated in the last quarter of their high school class. The community college average was 23 percent. Only Oakton (44%) and Parkland (36%) were higher. Two-thirds of our transfer students graduated in the top half of their graduating class, similar to all community college transfers (67.5%). The study also revealed that 16.7 percent (4 in number) of our transfer students to the University of Illinois were minorities compared to 9 percent of all community college transfers. Three community colleges had more minority transfers than Harper - Parkland 27 (15%), DuPage 6 (9.2%), and Oakton 6 (33.3%). The percentage of four-year college transfer minorities was 15.8 percent.

The annual cost for the alumni attending school has steadily increased. The average cost per year reported by this survey was $5,204, above the $4,892 reported in the last survey. This represents an increase of $2,000 over that reported by the 1981 alumni. The transfer students which are enrolled full time at their new institution reported their average cost as $6,724 compared to $1,354 by those remaining full-time Harper students. Close to half of the full-time transfer students said the cost of their education was in the $5,000-$10,000 range, whereas, 82 percent of those remaining at Harper full time reported their cost at $1,500 or less. The continued increase in annual cost could explain the number of alumni remaining at Harper to attain their degree instead of or before transferring to a four-year school.

Practically all alumni stated that their experiences at Harper were positive ones. Only a few did not rate their experiences as "very good or better". There was little difference in their rating of specific services. Even those services which were rated only average in the past were reported as "very good or better". Therefore, it was not surprising that when they compared these services with those at the new institution, all were rated higher at Harper. In comparison with the new institution rating, the services in which Harper exceeded the new school the most were laboratories, human potential courses, and the veteran's office. There was not one single service where the new school was rated better than the rating Harper received.

The alumni were surveyed to determine which were the most beneficial courses taken at Harper. Again speech courses at Harper received the most favorable responses compared to negative responses. Other courses receiving favorable mention were business, mathematics and English courses. The alumni suggested Harper could offer additional courses in business and computers. The type of computer courses either involve those relating to serious data processing courses and those which involved learning specific commercial software such as database, spreadsheet, or word processing. Although many of these courses are already offered, the students wished they had included them in their coursework. In some cases they wished the commercial software programs be integrated more in their particular courses. By doing so, the programs would have had more practicality than in stand-alone courses, such as Lotus 123.

DETAILED RESULTS (continued)

The survey reflected a favorable assessment of the Learning Resources Center. There were no common complaints such as the noise level (often voiced in the past) of the study areas.

Our alumni were questioned on their use of micro or terminal computers at Harper. Over 50 percent of the alumni used computers at one time or another. Not surprising, the most common courses involving the student use of computers were data processing and math/statistical courses. Two-thirds of the alumni claimed using the computers helped them in their present situation, whereas 25 percent currently do not use computers. The prevalent problem in using the computers at Harper focused on the labs being too crowded or not enough terminals available. Some mention was made of the lack of tutors or assistants present to assist them on their assignments. When the alumni was asked how the use of computers have benefited them, they mostly responded by saying they can better use the computers on their jobs. Others said it eliminated their fear of computers and provided a clearer understanding on how they function. Some said they now use computers at their new school.

Over 50 percent of our alumni never made one single change in their educational or vocational goals while attending Harper. This percentage is consistent with our findings from the other surveys taken during the 1980's. Those who made some change did so as the result of discussions they had with counseling services (35%). Another 31 percent of those that made changes were based upon their conversations with friends or family. Most of the alumni utilized academic advising services (60%) and about 88 percen. of them stated the advice received was useful. Student Development advising was the common advising used by the alumni.

A greater percentage of our alumni either did not quality or require financial aid (82%) compared to prior years. Of those that asked for aid or veteran's benefits, one-third were turned down. There has been a continuing trend toward alumni working over 30 hours per week. The survey reported a new high for students working over 30 hours -- 33 percent. The number of alumni which worked over 30 hours per week has climbed steadily since 1980. The average hours worked per week also reached a new high at 24 hours. With the increasing cost of education, there evidently is a corresponding need to work while attending Harper to pay for future education. Most of the alumni, that worked while at Harper, worked at jobs that were not related to their major field while at Harper. With the increased hours worked per week by the students, the average hours students spent on extra curricular activity dropped per week. The percentage of alumni involved to any extent with extra curricular activity was 25.3 percent which is the highest since our 1975 alumni survey. Although the percentage of students involved in extra curricular activities have slightly increased, the amount of time spent on them decreased. In addition, the continued downward trend toward spending less time socializing at Harper was reported. The average hours spent per week socializing reached a new low of slightly over two hours per week.

Most of the alumni provided favorable comments about Harper. Their overall experience was beneficial, with many fine comments about the faculty. Most considered Harper being very valuable as a stepping stone to a four-year college. Although only one-fourth of the alumni were involved with extra curricular activities mentioned above, those that did wished that more students would be involved in these activities. They found the activities beneficial and an important part of their development while at Harper.

MAJOR CONCLUSIONS

The alumni are reporting a $2,000 increase in the cost of their education at their new school compared to the 1981 alumni. With the steady increase in the cost of

education, a number of things are resulting. First, there are more students working while getting their education. A good number of the alumni are remaining at Harper rather than immediately transferring to a four-year institution. The percentage of students attending school full time and not working is steadily declining. While at Harper the students are working more hours, spending less time in extracurricular activities and socializing on campus.

Harper alumni continue to report success when transferring to four-year institutions. The results of the survey reflect improved GPA averages at the new school. Material received from the state institutions show Harper students having lower GPA's than those earned by other community college transfers. Most of the alumni stated their experience at Harper was positive, which helped prepare them for the new institution. They rate Harper services better than the new institution services. Our alumni tend to transfer to one of our state public schools, but the second largest transfer rate was a private school -- Roosevelt.

The school most of our alumni transfer to continues to be Northern Illinois University. Roosevelt replaced Illinois State as the second most popular school followed by the University of Illinois/Circle. Northeastern Illinois has climbed to fourth most popular. Again, most of our alumni transfer into business majors. Education has replaced engineering as the second highest major.

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Major Field While At Harper

	1979	1981	1983	1985	1987	1989
Business	31.9	33.8	32.1	33.7	35.8	36.7
Humanities and Liberal Arts	23.3	25.2	22.2	21.1	23.1	16.6
Education	2.2	2.5	6.2	1.9	5.6	7.0
Engineering	9.9	8.3	9.4	10.9	8.8	6.5
Psychology	1.5	2.0	3.7	5.2	4.0	5.8
Art	6.9	4.2	3.8	6.0	3.9	5.1
Biological Sciences	9.0	6.4	5.5	7.6	4.4	3.9
Other Social Sciences	2.5	3.8	2.5	1.5	3.0	3.9
Premedical Field	3.1	2.3	3.7	3.3	3.8	3.3
Physical Science	2.9	4.9	2.1	1.8	2.0	2.3
Architecture	.9	.1	.1	.2	.4	2.1
Music	1.9	2.5	2.8	2.3	1.5	1.9
Mathematics	2.0	.8	1.8	2.2	1.1	1.8
Communications	.6	.6	1.2	.8	1.3	1.7
Physical Ed/Recreation	.3	1.9	2.5	1.3	.9	1.4
Pre-Law	1.1	.7	.4	.2	.4	.2
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	324	683	679	474	556	564

Present Status

	1979	1981	1983	1985	1987	1989
Employed FT, not enrolled in college	10.2	18.2	20.1	28.3	21.6	16.9
Employed FT, enrolled in college part time	15.4	9.4	7.1	10.5	14.3	15.3
Employed FT, enrolled in college full time	4.0	3.1	1.9	2.1	3.0	4.8
Enrolled in college FT, employed part time	20.0	18.9	17.8	17.2	24.3	28.4
Enrolled in college FT, not employed	34.3	33.4	39.8	29.1	28.1	21.7
Enrolled in college PT, employed part time	5.3	4.2	5.3	3.6	3.6	4.4
Employed PT, not enrolled in college	2.8	6.4	3.5	3.3	2.4	2.5
Enrolled PT, not employed	5.6	2.9	2.4	1.0	.5	2.8
Armed Forces	0	.4	.1	0	.1	0
Unemployed, not enrolled but seeking employment	.6	1.9	.9	2.1	.5	.2
Homemaker	.6	.6	.7	1.3	1.1	1.2
Unemployed or not enrolled, other situations	1.2	.6	.4	1.5	.5	1.8
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	324	683	681	477	630	567

Educational Goals

	1979	1981	1983	1985	1987	1989
Presently enrolled FT in college	58.3	55.4	59.5	48.4	55.7	55.2
Presently enrolled PT in college	26.2	15.8	14.7	15.1	18.5	20.3
Plan to return to college next year	5.3	13.6	11.5	9.7	8.8	10.7
Plan to return to college some day	4.3	6.5	5.4	13.7	10.2	6.9
Enrolled now in specific training program	.3	.8	.4	.4	.2	1.1
Have no plans at present to continue education	2.5	1.9	3.8	6.7	3.7	2.0
Educational plans unknown	3.1	6.0	4.7	6.0	2.9	3.8
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	324	682	681	634	625	551

Graduation from Harper

Associate in Applied Science	5.9	1.8	2.9	2.7	.8	.7
Associate in Science	19.2	23.6	19.4	19.5	15.1	13.1
Associate in Arts	41.8	29.5	31.4	41.0	47.7	47.3
Associate in Liberal Studies	.3	0	.3	.2	.3	0
Combination of Degrees	2.8	1.6	1.2	3.2	1.4	2.7
Certificate	.6	.9	.3	1.1	1.1	1.4
No Degree or Certificate	29.4	42.6	44.5	32.3	33.6	34.8
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	323	682	681	476	642	566

Reasons For Not Getting Degree

Did not meet all the requirements yet	7.4	37.5	39.9	36.7	22.7	34.4
Preferred transferring to another college	31.6	24.1	35.8	35.7	34.3	25.9
Still enrolled at Harper	37.9	15.7	10.9	7.5	19.7	14.0
Did not want degree	5.2	8.9	4.9	8.8	4.2	4.8
Educational goals were not defined	1.0	2.5	.7	1.6	2.4	4.5
Had taken all courses I originally wanted to take	3.1	4.1	1.0	2.6	6.9	3.7
Family responsibilities	0	.7	.7	1.6	.9	2.6
Moved	0	.9	.7	0	.1	2.4
Job Demand	0	.7	1.2	3.6	3.9	1.6
Harper offered no further courses I wanted	1.1	1.7	.5	1.3	.8	1.6
Did not bother to petition	--	--	1.3	0	0	1.6
Saw no relationship between courses and my personal, occupational or educational goals	1.1	.3	.3	.3	1.7	1.3
Left Harper without transferring to another institution or specifying why they did not complete a degree at Harper	9.5	1.7	.3	0	0	1.1
Personal problems	2.1	.5	.3	1.6	1.5	.3
New job opportunity	0	.3	1.5	.7	.9	.3
GPA was too low	0	0	0	.6	0	0
Problem in financing further education	0	.4	0	0	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Classification of Present Occupation

	1979	1981	1983	1985	1987	1989
Business or Finance	20.7	12.1	16.9	14.6	17.5	16.5
Office or Clerical	14.0	11.5	9.9	15.3	13.0	16.1
Sales	6.2	7.1	10.1	8.1	8.1	10.2
Retail Stores	14.9	13.4	9.9	10.0	10.2	7.9
Food Service	7.8	10.6	10.8	7.8	7.7	6.1
Unskilled/Custodial	--	5.3	3.7	2.9	7.3	6.1
Trades	9.1	4.3	5.5	5.7	6.8	5.1
Computer Field	--	3.1	3.7	3.8	3.1	4.6
Educational	5.0	3.7	4.4	3.4	5.0	4.3
Factory/Semiskilled	3.3	7.3	2.6	3.6	2.2	3.9
Medical Fields	6.2	4.4	4.7	7.6	5.6	3.7
Engineering or Related Technology	3.3	4.3	3.2	5.5	5.5	3.5
Transportation	0	2.1	2.4	1.3	.3	2.4
Legal, Governmental or Political	3.3	1.7	2.4	.8	.9	2.0
Social or Religious	1.2	2.0	1.1	2.9	2.7	1.7
Other	0	0	0	0	1.1	1.1
Scientific	2.5	.9	.5	.8	.5	1.1
Communication or Entertainment	1.7	2.4	2.8	3.3	.8	1.0
Police/Fire/Security	--	1.5	2.6	.6	.8	1.0
Art or Humanities	.4	1.8	1.2	1.5	.6	1.0
Agricultural or Environmental	.4	.5	1.6	.5	.3	.7
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	121	399	379	308	429	410

Level of Employment

Status Rating	Status Description						
1	Unskilled labor	13.5	11.7	7.4	6.3	14.0	7.6
2	Semiskilled labor	25.4	33.2	29.1	25.5	25.7	33.5
3	Technical/Skilled labor, foreman	17.8	17.9	16.7	15.9	15.7	16.6
4	Beginning Professional	31.9	29.9	35.7	42.2	34.1	33.2
5	Experienced professional second line supervision	10.3	7.0	10.1	9.1	7.5	7.9
6	Researcher/Middle Management	.6	.3	.5	.7	.5	1.3
7	Vice President Level or Higher	.5	0	.5	.3	2.5	0
		100.0	100.0	100.0	100.0	100.0	100.0
	Number of Responses	185	394	378	302	422	397
	Mean Status Rating	3.04	2.88	3.16	3.26	3.07	3.04

Relatedness of Job to Major at Harper

Index	Degree of Relatedness	1979	1981	1983	1985	1987	1989
3	Identical	13.9	7.7	10.8	14.6	10.5	8.9
2	Closely Related	22.5	16.5	15.8	19.2	17.7	18.3
1	Somewhat Related	20.8	23.0	17.4	26.3	10.8	19.0
0	Not Related	42.8	52.8	56.0	39.9	51.0	53.8
		100.0	100.0	100.0	100.0	100.0	100.0
	Number of Responses	182	405	379	308	433	405
	Mean Relatedness Index	1.07	.79	.82	1.08	.88	.82

Annual Salary Range

Under $7,000	1. 2	.6	1.2	3.1	1.3	3.8
$ 7,000 - $ 8,999	9.5	3.3	4.7	1.5	2.7}	2.7
$ 9,000 - $ 9,999	15.5	6.1	4.1	3.0	1.3}	
$10,000 - $11,999	19.0	13.3	14.1	12.9	8.0}	18.9
$12,000 - $14,999	15.5	25.0	18.2	18.2	15.9}	
$15,000 - $19,999	15.0	28.9	25.9	25.7	25.7	22.2
$20,000 - $24,999	7.1	13.9	17.7	23.5	20.8	24.3
$25,000 - $29,999	6.0	3.9	9.4	7.6	11.1	11.9
$30,000 - $39,999	1.2	3.3	4.7	3.0	10.2	11.4
$40,000 - $50,000	0	1.7	0	1.5	.9	3.8
Over $50,000	0	0	0	0	2.2	1.1
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	84	180	170	132	226	185
Mean Salary	$14497	$16881	$17588	$18062	$20765	$21676
Median Salary	$12923	$15288	$16477	$17132	$19008	$20444

Areas That Benefited Students While at Harper College

	1985		1987		1989	
	Number	Mean Index	Number	Mean Index	Number	Mean Index
Broadened Horizons	134	1.51	144	1.15	139	1.27
Maturity and Self Confidence	136	1.38	143	1.19	142	1.15
Verbal Communication Skills	--	--	146	1.25	142	1.23
Person-to-Person Communication Skills	135	1.27	142	1.20	140	1.16
Written Communication Skills	--	--	146	1.16	142	1.19
Managerial Skills	127	.85	139	.76	136	.75
Specific Job Knowledge	132	.73	145	.59	142	.65
Technical Job Skills	130	.68	143	.52	137	.54

Index: 2 = Harper helped considerably
1 = Harper helped somewhat
0 = Harper did not help at all

Method of Finding a Job	1981	1983	1985	1987	1989
Family, relative, or friend helped me	25.4	23.9	31.4	31.6	35.7
Found my job all on my own	38.2	27.5	29.4	21.2	24.9
Newspaper	12.0	11.2	16.4	19.8	15.9
Working on same job which I had before enrolling at Harper	12.5	20.2	10.8	7.7	8.6
Employment agency	4.4	2.5	3.7	3.3	3.4
Employer approached student	0	0	.6	2.2	2.4
Placement test	.2	.6	.5	--	2.4
Faculty member helped me	.8	3.4	.5	1.2	2.0
Placement office helped me	0	0	0	5.2	1.9
Temporary employment service	0	0	.3	.7	1.2
Coordinator of my program	1.3	0	1.3	.2	.7
Internship program at Harper	0	0	.2	.2	.5
Another college helped me	.8	1.1	2.3	1.9	.4
Self-Employed/Family Business	--	--	--	3.3	0
State Job Service	2.6	5.1	2.0	.8	0
Other college staff or offices helped	.8	1.7	0	.5	0
Professional Association	--	--	--	.2	0
Armed Services	0	0	.3	--	0
Public library, park district, community theater, high school, church	.8	1.7	.3	--	0
Employer referral	.2	1.1	0	--	0
	100.0	100.0	100.0	100.0	100.0
Number of Responses	388	178	306	425	402

Geographic Location of Jobs

Job Location	Distance Index	1981	1983	1985	1987	1989
Downtown	2	4.2	3.4	8.0	5.5	3.5
Outer fringes of Chicago	1	3.1	4.1	3.4	1.3	2.7
Northwest Suburbs	0	72.7	78.8	70.1	66.8	75.7
Other Chicago Area Suburbs	1	9.5	7.1	7.3	17.2	11.7
Within 40-100 miles of Harper	3	5.6	2.1	7.0	2.2	3.2
100-500 miles away	4	3.4	1.3	2.6	3.1	1.7
More than 500 miles away (1989 - Outside Illinois)	5	1.5	3.2	1.6	3.9	1.5
		100.0	100.0	100.0	100.0	100.0
Number of Responses		405	379	308	434	405
Mean Distance Index		.59	.46	.66	.70	.45

College or University Enrolled In

	All Alumni Enrolled in College					
	1979	1981	1983	1985	1987	1989
Harper	41.3	22.1	22.6	14.0	20.3	22.2
Northern Illinois	14.8	21.3	15.4	15.7	16.6	22.0
Roosevelt	1.8	4.9	3.4	6.8	6.0	8.4
Other Colleges	8.5	10.6	9.9	8.0	9.6	7.0
University of Illinois/Chicago	3.3	4.1	5.5	10.0	5.0	4.9
Illinois State	5.9	6.1	7.1	5.3	8.2	4.7
Northeastern Illinois	1.5	3.1	4.0	3.0	3.7	4.4
DePaul	1.1	1.8	2.4	3.2	4.6	3.7
Loyola	1.9	3.5	2.2	2.3	2.8	3.5
University of Illinois/Champaign	4.4	6.8	6.3	8.0	4.5	2.8
Eastern Illinois	4.4	2.0	4.0	3.7	4.1	2.8
Elmhurst	1.5	2.3	1.8	2.7	2.8	2.6
Western Illinois	1.5	1.6	3.2	2.0	.9	2.6
Southern Illinois	3.7	1.9	3.0	6.0	3.0	2.1
Columbia College	0	.6	.6	.3	2.8	1.9
Arizona State University	.7	.9	1.0	.3	.7	.7
Western Michigan	0	.2	.6	0	0	.7
University of Iowa	.4	.6	1.2	.7	.7	.5
Oakton	0	0	0	.7	.2	.5
College of Dupage	0	.6	0	0	.1	.5
Lake Forest College	0	0	.8	.3	0	.5
IIT	0	.6	0	0	.7	.2
University of Arizona	.4	0	.2	0	.4	.2
Triton	.4	0	.2	1.0	.2	.2
University of Wisconsin/Whitewater	0	.2	.2	.7	.2	.2
National College of Education	0	.4	.2	.6	0	.2
Bradley	.7	.8	1.6	.7	.7	0
University of Wisconsin/Madison	1.5	1.0	.4	.7	.7	0
Art Institute of Chicago	.3	.2	0	.7	.4	0
Trinity College	0	.8	.2	.3	.1	0
Barat College	0	0	.6	1.0	0	0
Wheaton	0	0	.2	1.0	0	0
George Williams College	0	.4	.8	.3	0	0
Marquette	0	.6	.4	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	271	489	504	300	463	427

EDUCATION INFORMATION (continued)

College or University Enrolled In

Only Alumni Who Left Harper College

	1979	1981	1983	1985	1987	1989
Northern Illinois	25.2	27.3	20.0	18.2	20.9	28.3
Roosevelt	3.1	6.3	4.4	7.9	7.6	10.8
Other Colleges	14.4	13.4	12.8	9.3	12.0	9.0
University of Illinois/Circle	5.6	5.2	7.2	11.6	6.2	6.3
Illinois State	10.1	7.9	9.2	6.2	10.3	6.0
Northeastern Illinois	2.6	3.9	5.1	3.5	4.6	5.7
DePaul	1.9	2.4	3.1	3.7	6.0	4.8
Loyola	3.2	4.5	2.8	2.7	3.5	4.5
University of Illinois/Champaign	7.5	8.7	8.2	9.3	5.7	3.6
Eastern Illinois	7.5	2.6	5.1	4.3	5.2	3.6
Elmhurst	2.5	2.9	2.3	3.1	3.5	3.3
Western Illinois	2.6	2.1	4.1	2.3	1.1	3.3
Southern Illinois	6.3	2.4	3.8	7.0	3.8	2.7
Columbia College	0	.8	.8	.4	3.5	2.4
Arizona State University	1.2	1.2	1.3	.4	.8	.9
Western Michigan	0	.3	.8	0	0	.9
University of Iowa	.6	.8	1.5	.8	.8	.6
Oakton	0	0	0	.8	.3	.6
Lake Forest College	0	0	1.0	.4	0	.6
College of DuPage	0	.8	0	0	0	.6
IIT	0	.8	0	0	.8	.3
University of Arizona	.7	0	.3	0	.6	.3
Triton	.6	0	.3	1.1	.3	.3
University of Wisconsin/Whitewater	0	.3	.2	.8	.3	.3
National College of Education	0	.5	.2	.8	0	.3
Bradley	1.3	1.0	2.1	.8	.8	0
University of Wisconsin	2.5	1.3	.5	.8	.8	0
Art Institute of Chicago	.6	.3	0	.8	.6	0
Barat College	0	0	.8	1.1	0	0
Wheaton	0	0	.3	1.1	0	0
George Williams	0	.5	1.0	.4	0	0
Trinity College	0	1.0	.3	.4	0	0
Marquette	0	.8	.5	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	159	381	390	258	368	332

Other Colleges or Universities Enrolled in by 1989 Transfer Alumni

Augustana - 2
Concordia - 2
Iowa State - 2
Ray College of Design - 2
Univ. of Wisc, Parkside - 2
Ball State
Beloit
Calvin
DeVry
Illinois Benedictine
Kendall
Miramar & Mesa
North Central
North Park
Purdue
S.W. Texas State
St. Louis
UCLA
University of Chicago
University of Michigan
Winona State
Ripon

Class Standing

Class Level	Level	1979	1981	1983	1985	1987	1989
Freshman	1	.7	.2	.6	.7	.7	1.2
Sophomore	2	21.6	16.7	17.1	7.3	14.2	13.9
Junior	3	56.4	62.5	69.2	47.0	38.5	51.2
Senior	4	19.8	17.7	10.5	38.0	41.2	32.0
Professional School	5	.4	1.9	1.2	.7	.4	0
Graduate School	5	0	.2	1.0	4.7	2.4	.2
Unclassified		1.1	.8	.4	.8	2.6	1.5
Number of Responses		273	486	504	299	459	410
Average Class Level		2.97	3.05	2.97	3.41	3.24	3.16

Present Major Field	1979	1981	1983	1985	1987	1989
Business	37.1	33.0	34.2	31.7	35.6	32.6
Education	4.6	4.7	6.6	3.5	6.6	9.8
Other Social Sciences	3.5	6.0	5.6	4.7	5.8	7.7
English/Literature/Speech/Theater	1.1	2.4	2.4	3.5	4.0	7.0
Psychology	2.7	4.2	5.3	5.4	5.5	6.9
Engineering and Technology	11.6	11.0	9.5	13.5	7.9	4.6
Biological Sciences	6.5	3.8	4.7	6.0	2.6	4.5
Art	5.1	3.8	3.4	3.7	4.0	4.1
Medical and Health Fields	7.0	5.6	5.5	7.0	4.9	3.8
Computer Science	1.1	4.6	3.8	3.4	3.0	3.6
Other	0	0	0	0	.2	2.8
Humanities and Liberal Arts	5.1	4.9	3.4	4.0	5.4	2.1
Physical Science	2.7	2.4	1.0	1.0	3.2	1.4
Journalism	1.9	1.9	5.7	3.3	3.2	1.1
Mathematics	1.1	1.3	1.6	1.7	1.5	1.1
Architecture	0	.4	.4	.7	.5	1.1
Law Related	1.6	2.4	.6	.3	1.6	1.0
Physical Education & Recreation	1.6	2.5	1.8	2.0	1.4	.9
Music	1.9	1.2	2.6	1.3	.3	.9
Food Service & Hotel Management	0	.2	.6	.3	0	.7
Language	.6	1.4	.1	.3	1.0	.5
Home Economics	1.6	1.3	1.0	1.0	1.0	.3
Agriculture and Conservation	1.6	1.0	.2	1.7	.7	.2
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	185	489	503	299	455	435

Relatedness of Major at Present College to Major at Harper

Relatedness Index	Degree of Relatedness	1979	1981	1983	1985	1987	1989
3	Identical	46.8	39.2	46.8	38.5	41.9	45.0
2	Closely Related	30.2	29.5	24.5	29.1	21.9	22.0
1	Somewhat Related	14.9	20.8	17.5	18.6	20.7	18.1
0	Not Related	8.1	10.5	11.2	13.6	15.5	15.0
		100.0	100.0	100.0	100.0	100.0	100.0
	Number of Responses	235	482	498	290	444	387
	Mean Relatedness	2.16	1.97	1.07	1.92	1.90	2.24

Transferability of Courses

Portion of Courses Taken at Harper Which Were Transferred	1979	1981	1983	1985	1987	1989
0 - 20 percent	1.3	1.4	1.0	.4	1.9	1.4
20 - 40 percent	.9	1.4	1.0	2.2	.8	.9
40 - 60 percent	2.3	3.1	1.9	2.2	1.9	3.1
60 - 80 percent	7.2	6.1	6.0	6.3	5.8	6.8
80 - 90 percent	9.4	10.6	15.3	13.0	9.6	13.1
All but 2 or 3 courses	12.6	14.6	16.9	15.7	15.3	13.1
All but one course	11.6	13.9	13.1	14.1	12.0	11.1
Transferred all courses	54.7	48.9	44.8	46.1	52.7	50.6
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	223	424	413	270	366	352
Mean percent of courses Transferred	91.3	90.2	90.6	90.5	92.5	91.6

Reasons Provided for Courses Not Transferable	1987	1989
Did not investigate carefully enough the transfer requirements	30.0	18.9
Classes were too remedial	8.8	17.0
Was given misleading transfer information while at Harper	12.9	14.5
Did not know why classes did not transfer	2.9	14.5
Changed major at Harper or upon transfer	8.8	11.9
Classes were not comparable for transfer	9.4	6.3
Changed mind while at Harper about college to which I would transfer	10.6	5.7
Did not expect classes to transfer	13.5	5.0
Limited to the number of credits transferable	--	3.8
Classes did not transfer due to grades	2.9	1.9
Required a test to accept course	--	.6
Total	100.0	100.0

Grade Performance of Harper Alumni at Institutions They Are Now Attending Compared to Performance at Harper

Present College	1979	1981	1983	1985	1987	1989
Percent of students who earned a 3.0 cumulative GPA or better	63.9	60.5	57.2	56.9	60.0	67.1
Percent of students who earned below a 2.0 cumulative GPA	2.1	2.6	1.3	2.2	1.5	.6
Mean cumulative GPA	3.03	3.00	3.00	3.01	2.99	3.12
Number of Respondents	238	352	458	137	340	319

While at Harper College	1979	1981	1983	1985	1987	1989
Percent of students who earned a 3.0 cumulative GPA or better	62.7	54.8	53.3	61.3	35.0	48.3
Percent of students who earned below a 2.0 cumulative GPA	.8	2.4	1.3	.7	2.4	3.1
Mean Cumulative GPA	3.03	2.93	2.96	3.05	2.80	2.91
Number of Respondents	236	383	460	137	340	319

Annual Cost	1979	1981	1983	1985	1987	1989
Less than $500	9.9	9.3	7.8	4.3	10.8	13.6
$ 500 - $ 1,000	8.1	10.8	8.7	6.8	6.2	7.4
$ 1,000 - $ 1,500	3.7	7.0	6.0	3.1	5.0	4.9
$ 1,500 - $ 2,000	4.3	6.2	3.9	5.0	3.3	2.2
$ 2,000 - $ 2,500	8.1	4.9	4.3	4.3	3.1	2.5
$ 2,500 - $ 3,000	14.3	5.1	6.6	3.1	4.2	4.2
$ 3,000 - $ 4,000	28.6	17.6	13.6	11.2	8.0	5.7
$ 4,000 - $ 5,000	12.4	17.0	17.1	16.8	9.4	6.2
$ 5,000 - $ 6,000	(10.6	11.3	15.9	16.2	14.3	10.9
$ 6,000 - $ 7,000	(	6.6	5.4	14.9	13.6	12.8
$ 7,000 - $ 8,000	(	3.2	4.1	3.1	8.0	10.6
$ 8,000 - $10,000	(	.8	4.5	6.2	6.6	8.4
$10,000 - $12,000	(	.2	2.1	3.1	4.0	4.4
$12,000 - $15,000	(	0	0	1.9	3.0	4.4
Over $15,000	--	--	--	--	.5	1.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	161	471	485	161	426	405
Mean cost per year	$2927	$3324	$3919	$4734	$4892	$5204

Cost of Present College - Full-Time Students

	Percent	1989 Alumni Harper	1989 Alumni Leaving
Less than $500	5.5	50.0	1.5
$ 500 to $ 1,000	2.0	12.5	1.1
$ 1,000 to $ 1,500	4.1	20.8	2.6
$ 1,500 to $ 2,000	1.7	8.3	1.1
$ 2,000 to $ 2,500	1.7	0	1.9
$ 2,500 to $ 3,000	3.8	0	4.1
$ 3,000 to $ 4,000	5.5	4.2	5.6
$ 4,000 to $ 5,000	7.8	0	8.6
$ 5,000 to $ 6,000	14.0	0	15.2
$ 6,000 to $ 7,000	16.7	0	18.2
$ 7,000 to $ 8,000	13.0	0	14.1
$ 8,000 to $10,000	11.3	0	12.3
$10,000 to $12,000	5.8	4.2	5.9
$12,000 to $15,000	5.5	0	5.9
$Over $15,000	1.7	0	1.9
Total	100.0	100.0	100.0
Mean Annual Cost	$6,284	$1,354	$6,724
Number of Responses	293	24	269

Cost of Present College - Part-Time Students

	Percent	1989 Alumni Harper	1989 Alumni Leaving
Less than $500	34.8	57.6	9.4
$ 500 to $ 1,000	21.4	25.4	17.0
$ 1,000 to $ 1,500	7.1	6.8	7.5
$ 1,500 to $ 2,000	3.6	1.7	5.7
$ 2,000 to $ 2,500	4.5	0	9.4
$ 2,500 to $ 3,000	5.4	1.7	9.4
$ 3,000 to $ 4,000	6.3	3.4	9.4
$ 4,000 to $ 5,000	1.8	0	3.8
$ 5,000 to $ 6,000	2.7	0	5.7
$ 6,000 to $ 7,000	2.7	0	5.7
$ 7,000 to $ 8,000	4.5	0	9.4
$ 8,000 to $10,000	.9	0	1.9
$10,000 to $12,000	.9	0	1.9
$12,000 to $15,000	1.8	1.7	1.9
Over $15,000	1.8	1.7	1.9
Total	100.0	100.0	100.0
Mean Annual Cost	$2,377	$1,242	$3,642
Number of Responses	112	59	53

Honors Programs Participated in at Present College

- Phi Theta Kappa - 5
- Honors Program - 3
- Dean's Honor List - 2
- Pi Sigma Epsilon (Business Fraternity)
- Phi Sigma Iota (International Language Honor Fraternity)
- Phi Kappa Phi Honor Society
- Kappa Delta Pi Honor Society
- Foreign Student Program
- Trustee Scholar

Experiences at Harper Which Aided the Transfer Process or Which Made it More Difficult

Grouped By School Transferred to:

Northern Illinois
- Having NIU representatives there.
- The help from the counselor here made it easier.
- Counselor did not inform him of all the classes he needed to take.
- Harper's staff was more friendly/more individual attention given at Harper.
- Having a counselor at Harper helped me get all my requirements met for my AA.
- Need more counselors.
- Good program at Harper recounted by my transfer inst.
- East because I had an associate degree.
- Receiving my AA degree and have all credit hours transfer made the transfer easier.
- Just the fact that everything transferred made it easier.
- The different counselors are giving slightly or totally different advice - they should be working together.
- Easier because I avoided two years of problems at Northern.
- The counselors at Harper need to be aware of changes in the University requirements.
- Needed more information from counselors.
- All general educations were fulfilled - helped a lot.
- Teachers explaining everything and classes were smaller at Harper.
- Counselors were a big help. Counselors from Harper should get in contact with the counselors from the college you are transferring to to make the transition easier.
- Compact agreement made it easier.
- All credits transferred so it was easy.
- Earning a degree made all my credits transferable.
- I was lacking in business computer experience Lotus 123, Wordstar.
- Harper counselors helped make my transfer easy.
- The counselors were helpful.
- Transferred Mid-year so I felt everyone else knew what was going on and I did not. But I was glad I went to Harper.
- Earning my ADD - having it cover all my general education requirements.
- Counselors at Northern made it more difficult.
- Following the requirements for an AA and the requirements for Northern made my transition very easy.
- That there was applications readily available.

University of Illinois, Circle
- No problem at all.
- The difficulty of the curriculum made me concentrate more on studying, which makes things easier now.
- The fact that most everything transferred.
- Counselors were very informative and encouraging.
- Harper did not send final transcripts - I had to make trips between schools.
- Harper's school system was in semesters and UIC's is quarters - difficult to adjust.

University of Illinois, Champaign
- Program helped him a lot - good experience.
- Yes, I received scholarships while attending Harper which covered my expenses for my staying at U of I.
- Harper is an excellent teaching college and I hope they always continue to be so. Unfortunately they make it almost too easy and the transition to U of I was a shock.
- Harper gave me a good start - it helped that I could transfer everything.

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Grouped By School Transferred to:

Western Illinois
- Knew sort of what college was like.
- Harper gave me a good business background into key higher level courses.
- The compact agreement with Western was very helpful.
- My degree was not honored at first - I had to re-submit.

Illinois State
- Incompetent math instructor.
- The counselors at Harper helped me to transfer to the school I am not attending. They gave me information and helped me whenever they could although I did not see them that much. The only thing that bothered me was I was aware of the GPA necessary to get into the school and not the one necessary for me to get into my particular major. I wish I somehow found out before entering the university.
- Counselors made it easy.
- I was not informed when I visited Harper counselors (3 times) that a minimum GPA is mandatory to get into other colleges, business schools or any department for that matter.
- Counseling made it easier.

Loyola
- The education she received here helped make her confident enough to go to a 4-year school.
- Most classes transferred.
- Harper was fabulous with counseling regarding taking classes that transferred and not locking students into a specific major. Consequently, 90 percent of core requirements and 20 percent of elective requirements for Loyola were fulfilled upon transferring -- obtaining an AA allowed me to enter as a junior as well.

Roosevelt
- A lot of classes did not transfer.
- I don't know if it is anything at Harper but I did not have any problems. It seemed to be pretty much the same routine, just a different building.
- College night gave me the opportunity to explore transfer options, pick up brochures, etc.
- Most courses transferred.
- I did not know what classes would really transfer. Counselors should be more knowledgeable.
- The encouragement of my ENG-101 professor (Karen Keres) was instrumental in my obtaining scholarship.
- They would not accept three classes so that made it more difficult.
- AS degree made it easier.
- All classes transferred
- The transfer guide for Harper students looking toward enrollment at Roosevelt was extremely valuable tool in determining courses available at Harper that would transfer readily.
- Easy - I followed the transfer program between Harper and Roosevelt.
- The advice from the advisors to take trigonometry before calculus was and has been extremely helpful in later math classes. Students in my math classes now have difficulty in the trigonometry based lesson, whereas I have no problems.

Columbia College
- It was Rusty's class here that helped her decide what she wanted to do. She is very thankful for that.
- Easier because all 60 of my credits transferred at a cost I could afford - so inexpensive. I could go full time.

Northeastern Illinois
- The counselors here.
- I really don't feel the counselors at Harper were very helpful in determining what would transfer. I got all my information from the college I transferred to.
- Having an associate degree makes the transfer much easier - example - Constitution.

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Grouped By School Transferred to:

University of Iowa
- The classes were more demanding at Harper and teachers were more helpful.

Elmhurst College
- Harper is a great start.
- I really liked Harper - I found the faculty helpful and the quality of the education superior. I am not quite as enthusiastic with my present school.

DePaul
- I found that at DePaul it was very hard to adjust to the quarter system. What we learned at Harper in one semester I learned at DePaul in about 2 months.
- Harper did not prepare me for the rigorous pace in the accounting classes.
- I liked Harper more - it's more convenient.
- Difficult because Harper counselors were uninformed.

Eastern Illinois University
- The fact that all my classes transferred was a big help.
- Transferring in as a junior was a big help.
- It was helpful that everything transferred.
- The Harper counselors were very good.

College not indicated
- Getting used to going to college.
- Initially I spoke with counselors. They were absolutely no help. I set my own course by: 1- process of deduction and 2- after general criteria in my mind was fulfilled, I contacted the college of my choice. Your counselors treated me like I would never achieve the high goals I had set and they negated my needs. Now graduate school is only around the corner. Your counselors were a disappointing experience.
- I should have been a senior, but I am only a junior because most of my classes did not transfer because of misinformation.

National College of Education
- The Harper counselors were very helpful.

Ripon
- Scholarships

Illinois Benedictine
- Study skills much better since I lived at home first.

Lake Forest
- I took the nigh classes so I had no problems transferring.

Beloit
- Received a good education

Concordia
- Having two years of college in itself was an advantage.

Purdue
- Harper counselors were excellent. Also much needed because academic advisors at Purdue are really professors and not advisors. Must know what you want and need to do for graduation on your own. Harper counselors helped with this process very much.

Grouped By School Transferred to:

Miramar and Mesa Community College
- Harper is a wonderful and well-organized college. I have been spoiled. The College I am now at is not nearly as nice.

North Central
- Compact agreement did not go through so that made things more difficult.

University of Wisconsin/Parkside
- Courses are too easy compared to current courses.
- The work experience I received in the financial aid office at Harper gave me the knowledge to know how much financial aid will help me at a four-year university.

University of Chicago
- You are not an ACS approved school - perhaps some agreement with four-year school could facilitate transfer from a two-year institution.

University of Wisconsin - Whitewater
- Harper is recognized by the University of Wisconsin system as having comparable course selections and quality except for accounting 101 and 102.

Iowa State
- It helped that I stayed home and started at a small school before I transferred.

Summary of Comments

	1985		1987		1989	
	N	PCT	N	PCT	N	PCT
Mixed Comments	13	14.1	1	1.9	4	3.9
Positive Comments	61	66.3	47	87.0	75	72.8
Negative Comments	18	19.6	6	11.1	24	23.3
Total	92	100.0	54	100.0	103	100.0

Performance of Harper Students at Other Institutions

	1977				1979			
	N	Harper GPA	New Inst. GPA	Change in Performance	N	Harper GPA	New Inst. GPA	Change in Performance
Northeastern	13	2.81	3.24	+.43	8	2.73	2.75	+.02
Eastern Illinois	2	3.30	3.40	+.10	11	2.85	2.65	-.20
Univ.of Ill./Circle	16	2.93	3.14	+.21	12	2.97	2.98	+.01
Southern Illinois	19	2.89	2.96	+.08	13	3.22	3.26	+.15
Western Illinois	5	2.86	3.24	+.38	6	2.87	2.93	+.06
Illinois State	15	2.84	3.01	+.17	22	2.86	3.02	+.16
Northern Illinois	72	2.83	2.83	0	46	3.07	3.00	-.07
Univ.Ill./Champaign	15	3.23	2.92	-.31	18	3.41	2.87	-.54
All new Institutions	218	2.92	2.98	+.06	238	3.03	3.03	0
	1981				1983			
Northeastern	15	2.89	3.13	+.24	19	2.89	3.42	+.53
Eastern Illinois	10	2.62	2.96	+.34	20	2.67	3.15	+.48
Univ.of Ill./Circle	20	3.09	3.11	+.02	27	2.93	3.17	+.24
Southern Illinois	9	2.98	3.09	+.11	16	2.75	2.88	+.13
Western Illinois	8	2.80	2.62	-.18	16	2.50	2.80	+.30
Illinois State	30	2.86	2.97	+.11	36	2.80	2.72	-.08
Northern Illinois	104	2.89	2.91	+.02	77	2.95	2.83	-.12
Univ.Ill./Champaign	33	3.23	3.00	-.23	31	3.25	3.12	-.13
All new Institutions	383	2.93	3.00	+.07	460	2.96	3.00	+.04
	1985				1987			
Northeastern	4	2.80	3.25	+.45	16	2.77	3.24	.47
Eastern Illinois	7	2.61	2.80	+.19	18	2.67	3.00	.33
Univ.of Ill./Circle	17	3.39	3.13	-.26	20	2.94	2.98	.04
Southern Illinois	10	2.88	2.94	+.06	13	2.55	2.69	.14
Western Illinois	2	2.99	3.10	+.11	4	2.27	2.70	.43
Illinois State	9	2.95	2.91	-.04	34	2.66	2.79	.13
Northern Illinois	27	3.03	2.84	-.19	73	2.85	2.85	.00
Univ.Ill./Champaign	15	3.44	3.03	-.41	19	3.21	2.99	-.22
All new Institutions	137	3.05	3.01	-.04	340	2.80	2.99	.19

Average of Past Eight Studies

	1989							
Northeastern	16	2.92	3.34	+.42	127	2.89	3.30	+.41
Eastern Illinois	11	2.82	3.02	+.20	93	2.76	3.00	+.23
Univ.of Ill./Circle	20	3.03	3.55	+.52	173	2.98	3.12	+.14
Southern Illinois	9	2.61	2.89	+.28	121	2.84	2.98	+.14
Western Illinois	10	2.66	3.10	+.44	88	2.67	2.85	+.19
Illinois State	18	2.78	2.88	+.10	207	2.82	2.90	+.08
Northern Illinois	84	2.95	2.98	+.03	614	2.89	2.89	0
Univ.Ill./Champaign	12	3.46	3.46	0	214	3.25	3.01	-.24
All new Insts.	318	2.91	3.12	+.21	2705	2.91	3.01	+.10

EVALUATION SECTION

Areas of Harper as Rated by Students -- 1 = Excellent

2 = Very Good

3 = Average

4 = Borderline Effectiveness

5 = Poor or Ineffective

	1977	1979	1981	1983	1985	1987	1989
Hearing Impaired Service	--	--	1.69	1.68	1.69	1.77	--
Illinois Job Service	--	--	2.23	2.07	2.14	2.29	--
Learning Resource Center	2.03	2.20	2.05	2.14	2.05	2.19	1.86
Laboratories	--	--	--	--	--	2.26	1.86
Instructional Strategies	--	--	--	--	--	2.22	1.87
Career Planning & Development Course	--	--	--	--	--	2.25	1.87
Workshops	--	--	--	--	--	2.29	1.87
Food Service	2.46	2.66	2.67	2.61	2.56	2.60	1.87
Learning Atmosphere	2.33	2.99	2.26	2.30	2.17	2.28	1.88
Counseling	2.62	2.81	2.78	2.64	2.48	2.61	1.88
Teaching Faculty	2.02	2.06	1.93	1.96	1.93	1.95	1.89
Course Selection	2.17	2.12	1.99	2.00	1.96	2.06	1.89
Records and Registration	2.25	2.35	2.24	2.15	2.17	2.27	1.89
Other Students	2.55	2.57	2.44	2.07	2.35	2.46	1.89
Admissions Program	2.19	2.24	2.18	2.11	2.04	2.10	1.90
College Days/Nights	--	--	--	--	--	2.14	1.90
Health Service	2.19	2.28	2.11	2.16	2.26	2.34	1.90
Student Activities	2.59	2.96	2.45	2.39	2.39	2.43	1.90
Human Potential Courses	--	--	1.98	2.10	1.75	1.94	1.91
Placement	2.57	2.69	--	--	--	--	1.91
Computer Resources	--	--	--	--	--	--	1.92
Tutoring/Study Skills Improvement	--	2.19	1.86	1.91	2.05	1.90	1.93
Women's Program	--	--	2.00	2.17	2.03	2.00	1.94
Internships or Field Experiences	--	--	--	--	--	2.22	1.94
College Survival Skills	--	--	--	--	--	2.74	1.94
Financial Aid	2.56	2.69	2.26	2.35	2.33	2.51	1.96
Athletics	2.98	2.89	2.42	2.42	2.38	2.60	1.97
Intramurals	3.05	3.27	2.80	2.36	2.42	2.89	1.97
Disabled Student Services	--	--	1.72	1.74	1.75	1.77	1.98
Remedial/Developmental Courses	--	--	2.06	1.98	2.07	2.00	1.98
Veterans	1.95	2.41	2.06	1.96	2.11	2.33	2.00

Evaluation of Harper Compared with Ratings of Other Colleges Attended

1 = Excellent
2 = Very Good
3 = Average
4 = Of Little Value
5 = Poor

Areas in Which Harper Rated Best	1983 Alumni Other College Rating	1983 Alumni Difference Other College Minus Harper Rating	1985 Alumni Other College Rating	1985 Alumni Difference Other College Minus Harper Rating	1987 Alumni Other College Rating	1987 Alumni Difference Other College Minus Harper Rating
Hearing Impaired Services	2.50	+ .82	2.50	+ .71	2.15	+ .43
Tutoring or Study Skill Improvement	2.42	+ .51	2.73	+ .68	2.74	+ .84
Disabled Student Services	2.17	+ .43	2.17	+ .42	2.20	+ .43
Illinois Job Service	2.54	+ .47	2.55	+ .41	2.59	+ .30
Records & Registration	2.53	+ .38	2.56	+ .39	2.66	+ .39
Remedial Development Courses	2.24	+ .26	2.43	+ .36	2.25	+ .25
Food Service	2.84	+ .23	2.83	+ .27	2.99	+ .39
Financial Aid	2.41	+ .06	2.55	+ .22	2.87	+ .36
Admissions Program	2.25	+ .14	2.21	+ .17	2.37	+ .27
Veterans Office	2.47	+ .51	2.25	+ .14	3.00	+ .67
Women's Program	2.34	+ .17	1.80	- .23	2.29	+ .29
Areas in Which Harper and Other Colleges Rated About Equal						
Course Selection	1.91	- .09	2.02	+ .06	2.07	+ .01
Learning Resource Center	2.04	- .10	2.02	- .03	2.23	+ .04
Teaching Faculty	2.04	+ .08	2.29	+ .29	2.03	+ .08
Human Potential Courses	2.19	+ .09	2.12	+ .37	2.00	+ .06
Counseling	2.05	+ .01	2.61	+ .13	2.54	- .07
Areas in Which Other Colleges Rated Best						
Other Students	2.09	+ .02	2.14	- .21	2.11	- .35
Intramurals	2.06	- .30	2.04	- .38	2.36	- .53
Intercollegiate Athletics	1.84	- .58	2.00	- .38	2.44	- .16
Student Activities	1.89	- .50	1.97	- .42	2.17	- .26
Health Services	2.10	- .06	2.32	+ .06	2.11	- .23
Learning Atmosphere	2.04	- .10	2.02	- .03	2.16	- .12

1989 Alumni

Areas in Which Harper Rated Best	Other College Rating	Difference Other College Minus Harper Rating
Tutoring or Study Skill Improvement	2.05	.12
Disabled Student Services	2.14	.16
Records & Registration	2.09	.20
Remedial Development Courses	2.25	.27
Food Service	2.13	.26
Financial Aid	2.17	.21
Admissions Program	2.10	.20
Veterans Office	2.28	.28
Women's Program	2.12	.18
Laboratories	2.20	.34
Human Potential Course	2.19	.28
College Survival Skills	2.21	.27
Instructional Strategies in Class	2.12	.25
Personal Counseling	2.13	.25
LRC/Media/Library	2.10	.24
Health Services	2.13	.23
Student Activities, etc.	2.12	.22
Learning Atmosphere	2.09	.21
Course Selection	2.09	.20
Other Students	2.09	.20
Teaching Faculty	2.09	.20
Intramurals	2.14	.17
Workshops/Special Programs	2.00	.13
College Days/Nights	2.02	.12
Computer Resources	2.04	.12
Placement Office	2.03	.12
Intercollegiate Athletics	2.08	.11

Areas in Which Harper and Other Colleges Rated About Equal		
Career Planning and Development	1.97	+ .10
Internships or Field Experience	1.98	+ .04

Areas in Which Other Colleges Rated Best

None

Courses by Rank Order of Their Net Benefit to the Alumni
-- Courses Nominated Ten or More Times are Included

	1987 Alumni			1989 Alumni		
	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	a/b	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	a/b
Speech	106	7	15.14	113	7	16.14
Mathematics	93	37	2.51	133	10	13.30
General Business	71	8	8.88	78	9	8.67
English	132	17	7.76	162	22	7.36
Data Processing	38	24	1.58	75	13	5.77
Career Planning and Development	23	6	3.83	33	6	5.50
Psychology	103	18	5.72	109	30	3.63
Political Science	17	12	1.42	39	12	3.25
Education	17	8	2.13	35	12	2.92
Philosophy	45	38	1.18	60	21	2.86
Humanities	53	28	1.89	69	25	2.76
Child Development	17	10	1.70	22	8	2.75
Sociology	66	22	3.00	64	25	2.56
Economics	56	18	3.11	65	28	2.32
Biology	53	26	2.04	71	31	2.29
Art	33	21	1.57	36	19	1.89
Physics	15	8	1.88	16	9	1.78
Chemistry	34	22	1.55	30	17	1.76
Astronomy	14	13	1.08	26	15	1.73
Secretarial Science	7	8	.88	12	8	1.50
Human Potential Seminar	6	5	1.20	10	7	1.43
Literature	34	17	2.00	54	38	1.42
Anthropology	19	12	1.58	31	22	1.41
Foreign Languages	16	15	1.07	29	21	1.38
History	29	31	.94	40	29	1.38
Geology	8	19	.42	14	11	1.27
Physical Education and Recreation	17	14	1.21	25	21	1.19
Physical Science	7	12	.58	12	14	.86
Music	27	22	1.23	24	40	.60
Mechanical Engineering	9	4	2.25	12	27	.44
Total	1,165	502	2.32	1,568	586	2.68

Courses by Rank Order of Their Net Benefit to the Alumni -- Courses Nominated Ten or More Times are Included

Year	Times Nominated as Most Beneficial Course	Times Nominated as Least Beneficial Course	a/b
1970	600	293	1.85
1971	1,208	582	2.08
1972	1,430	677	2.11
1973	1,085	420	2.58
1974	1,061	449	2.36
1976	940	447	2.10
1977	737	387	1.90
1979	821	397	2.07
1981	1,712	647	2.65
1983	1,557	578	2.53
1985	1,104	437	2.53

Additional Courses Which Would Have Benefited Students If They Had Been Included in His/Her Curriculum

Math and Quantitative Skills -- 20
Computer - 4
Lotus 1-2-3 - 3
Math - 2
IBM/PC
Computer Science
Data
Theory of Computers
d-Base IV
DPR 200 - in evening
CSC PLI programming
SPSS
SAS
Intro to DOS
Intro to PC

Communications, Literature and Humanities -- 10
Speech - 4
Radio/TV - 2
Hospitality
Public Relations
Communication
Writing

Education -- 2
Speech Education
Education

Vocational -- 3
Photography - 2
Hydraulics

Health Related Fields -- 2
Aerobic Design
Food Science

Business Related Courses -- 15
Computer courses related to business - 2
Management - 2
Advertising - 2
Upper level business
Marketing
Interviewing
Finance
Business
Business Math 120
Speech - Business presentations
Project Management
Facility Management

Theology -- 1
Theology

Social Sciences -- 7
Child Development
History
Sociology
Advanced Economics
International Politics
Psychology 106
Child Psychology

Science -- 6
Anatomy
Biology lab (with BIO-110)
Biology 200 + (2)
Chemistry
Physics

Self-Development -- 3
Organization
Career Planning and Development - 2

Summary of Types of Courses Which Would Have Benefited Former Students Had They Taken Them at Harper

Type of Course	ALUMNI CLASS 1979	1981	1983	1985	1987	1989
Math and Quantitative Skills	12	8	22	22	10	20
Business	26	16	36	17	15	15
Communications, Literature and Humanities	14	18	33	19	15	10
Social Science and Education	6	10	15	10	6	7
Sciences	7	4	15	1	3	6
Self Development	4	5	7	10	6	3
Vocational	12	6	9	2	3	3
Education	1	1	4	2	5	2
Health Related	1	1	5	6	4	2
Theology	--	--	--	--	1	1
Engineering	1	3	9	10	2	0
Agriculture Related	0	1	1	1	0	0
Total	84	73	156	100	70	69

Learning Resource Center Evaluation	Percent 1979	1981	1983	1985	1987	1989
I very seldom used the LRC	30.9	32.0	30.9	26.4	15.1	22.0
I found the LRC a good place to study	45.4	54.3	42.9	53.0	66.1	54.7
It was easy to find and check out almost all books needed	44.1	36.1	50.7	42.6	66.3	55.7
The AV material available in media section was very helpful	17.9	13.6	13.4	8.8	22.9	23.6
I had trouble getting much of the material needed	4.3	3.0	4.1	1.7	1.7	4.6
Other good comments	4.6	4.4	4.1*	3.2*	4.1	.7*
Other bad comments	7.1	3.3	1.9	2.9**	6.5**	.9
Neutral comments	.3	1.0	1.3	.2	.7	.2
Total Responded	215	394	680	477	629	567

* Half of good comments concerned Tutoring

** Over half of bad comments concerned noise level

Ways in Which Student Had Trouble Getting Much of the Material Needed

- The Arlington Heights Memorial Library was much better equipped and more useful to me.
- Many times teachers had tapes so a student could not use it.
- Material limited and hard to find.
- The library has a limited amount of books.
- Research resources needed not available.
- What I needed was not there.
- Most books were unavailable or checked out already.
- Listing in aisles not easy to find.
- It was not clear about using reference material.
- They simply do not have a lot of material I was needing.
- Everything was out whenever I needed it.
- Every time I would look for something it would be checked out.
- Some books were always checked out.
- Many outdated books.
- Many articles that I needed were only available through library loans. Books are old and out-dated. Incurred overdue book problems - notice sent after book was returned.
- Somewhat limited selection.

Other Comments About LRC

- Used tutoring center often.
- Does not have word processing facilities.
- Mostly used to get copies of professors worked out solution sets.
- The hours (mainly Saturday and Sunday) were very convenient.
- Too small.
- Very helpful tutoring.
- Too many people talking.
- Used LRC often.

Usage of Computers by Transfer Alumni

Use of Computer Terminal or Microcomputer by Alumni

	1987		1989	
	N	PCT	N	PCT
Often	154	24.6	164	29.5
A few times	186	29.8	153	27.5
Never	285	45.6	239	43.0
Total	625	100.0	556	100.0

Location where Micro or Terminals used

	1987		1989	
	N	PCT	N	PCT
Building "I"	119	35.0	133	42.0
Mainframe	38	11.2	37	11.7
Word Processing	35	10.3	38	12.0
Micro	46	13.5	58	18.3
Building "J"	118	34.7	123	38.8
Micro	118	34.7	123	38.8
Building "D"	136	40.0	115	36.3
Instructional	136	40.0	115	36.3
Northeast Center	11	3.2	7	2.2
Micro	11	3.2	7	2.2
Building "H"	30	8.8	38	12.0
CAD/CAM	24	7.1	22	6.9
CAD/REL	6	1.8	4	1.3
Total Responded	340		317	

Other Micro's or Computer Terminals Used at Harper

Building "A"	- 3	Building "C"	- 3
Building "F"	- 11	Unknown	- 11

Courses Alumni Used Microcomputer Terminals

	1987		1989	
Courses	N	PCT	N	PCT
Data Processing	244	71.8	192	60.6
Math or Statistics	132	38.8	117	36.9
Physics	24	7.1	17	5.4
Business	19	5.6	22	6.9
Word Processing	15	4.4	25	7.9
Engineering Technology	15	4.4	13	4.1
Chemistry	11	3.2	5	1.6
English	6	1.8	15	4.7
Electronics	4	1.2	3	.9
Music	3	.9	3	.9
Art	0	0	6	1.9
Accounting	0	0	35	11.0
Other*	9	2.6	5	1.6
Total	340	100.0	317	100.0

*Consists of: Biology - 2
Nutrition - 2
Dietetic Tech

Usefulness of Computers or Terminal Work to Present Situation

	1987		1989	
	N	PCT	N	PCT
Used computer or terminals but did not indicate if it helped or not	42	12.4	23	7.3
Use of terminal and computer a help a help in present situation	194	57.1	214	67.5
Not relevant to present situation	104	30.6	80	25.2
Total	340	100.0	317	100.0

Problems Using or Getting Access to the Microcomputers

	1987		1989	
Category	N	PCT	N	PCT
- Experienced no problems	285	85.6	252	81.8
- Did experience problems	48	14.4	56	18.2
Total	333	100.0	308	100.0

Types of Problems Using or Getting
Access to the Microcomputers

- Labs were crowded and/or not enough terminals. - 38
- CAD/MET constantly needing repair or downtime. - 3.5
- Hours too limited. - 5.5
- Need tutors/lab assistants - 3
- Head phone problem - BIO classes
- More availability for the general student body.
- Not enough printers.

How Using the Computer or the Terminal
Was Not Helpful to Students in Present Situation

- Do not use it at all. - 18
- Do not use at work. - 7.5
- Not helpful to me. - 7
- Do not need it. - 5
- Do not use at new school. - 4.5
- Do not use the specific software. - 2
- Do not use enough.
- Not interested to use them.
- Teacher was bad.
- Work situation is different.
- Did not change jobs.
- Not yet, but maybe.

How Using the Computer or the Terminal Helped
Students in Their Present Situation

- Use them on the job. - 44.5
- Provided me with better understanding. - 40
- Now use at school. - 32
- Allowed me a better general use. - 17
- Use them at home. - 6.5
- Knowledge of LOTUS 1-2-3 - 6.3
- Knowledge of Wordperfect - 1.3
- Use in accounting - 1
- Knowledge of Apple - 1
- Use in art - 1
- Knowledge of d-Base - .3

Change in Education or Vocational Goals

	Change Index	1979	1981	1983	1985	1987	1989
More than one major change	3	6.2	9.7	8.9	8.0	7.8	7.5
One major change	2	23.2	22.0	20.6	23.2	14.1	22.7
Made only minor change(s)	1	19.0	12.6	9.8	9.4	9.5	10.9
Not sure if change made	0	8.5	5.0	3.7	2.6	3.5	3.0
Never	0	43.1	50.7	57.0	56.8	65.1	55.8
Total		100.0	100.0	100.0	100.0	100.0	100.0
Index of Change		.84	.86	.78	.80	.61	.79
Number of Responses		211	676	675	474	624	559

Services Used in Making Changes	1979	1989	1983	1985	1987	1989
Counseling	52.0	29.7	41.9	30.4	36.7	34.5
Talk with friends or relatives	2.9	30.4	28.3	25.8	38.3	31.1
Made decision on own without outside help	14.2	36.7	39.2	27.7	33.2	29.4
Talk with faculty	14.7	22.7	23.8	15.0	25.0	20.6
Specific courses helped	11.8	20.0	20.8	20.4	22.4	16.0
Four-year college literature and catalogs	1.5	16.0	17.7	11.2	19.9	9.7
Career library	44.1	8.3	9.1	6.5	10.2	6.7
Placement office or job service	38.2	1.3	4.2	4.2	3.1	3.4
Magazine articles and job opportunity ads	64.7	6.0	7.5	5.0	7.7	2.9
Employment situation	0	1.0	0	1.2	0	1.7
Harper Catalog	--	--	--	--	--	.8
Counseling from 4-year college	1.0	.3	0	0	0	.4
Was not accepted in major field	--	--	--	.4	.5	0
Job availability in market	1.0	0	0	0	.5	0
High school counselors	0	.3	0	.4	0	0
Grades forced decision	--	--	--	.4	0	0
Requirements of major fields	1.0	0	0	0	0	0
Courses available on schedule	1.0	0	0	0	0	0
Total students who made changes	102	300	265	260	196	238

Evaluation of Academic Advising at Harper

	1987
Readily received help from a counselor	64.3%
Advising received from a counselor was not very helpful	12.6%
Advising received from a counselor was helpful	71.5%
Readily received help from a faculty member	32.0%
Received helpful advice from a faculty member	74.0%
Advice received from a faculty member was not helpful	6.3%

Number of respondents regarding counselor	628
Number of respondents regarding a faculty member	600

Use of Academic Services -- 1989 Percentage

Those using services	59.7
Those not using services	40.3
Total	100.0

Degree of Helpfulness Received from Counselor -- 1989 Percentage

Counseling was helpful	87.6
Counseling was not helpful	12.4
Total	100.0

Those that Served as Advisor -- 1989 Percentage

Student Development - faculty members	77.9
Teaching faculty member	17.9
Information specialist	2.9
Other	1.3
Total	100.0

Use of Financial Aid/Veteran's Benefits -- 1989 Percentage

Those that applied for aid	18.0
Those that did not require aid	61.5
Those that did not think they qualified	20.5
Total	100.0

Those That Applied for Financial Aid/Veteran's Benefits -- 1989 Percentage

Received aid or benefits	68.4
Did not receive aid or benefits	31.6
Total	100.0

How the Advising Students Received from Academic Advising Services was not Very Helpful to Them

- Unsupportive
- Help was non-specific - use of terms was not useful as explanation was not clear.
- She made a mistake in my courses.
- Made it more confusing.
- Did not inform him of all the classes he should have taken.
- Teachers were more helpful.
- The counselors seemed to have it in their heads that since now you are in college you can make your own decisions without help and help was what I had been looking for.
- Initially I went. They were discouraging. If I have high goals, she treated them like a joke.
- Unsure of what classes would transfer.
- I took two semesters for nothing.
- They were too general.
- They said my AA degree would automatically transfer to NIU and now I find out I need one more course to get in.
- Too vague and generalized - seemed reluctant to advise.
- Weak on computer classes.
- Did not really know what classes I should take.
- Lacked classes to graduate - advised wrong classes to take.
- None of the jobs were explained.
- Do not think you would understand.
- He was not helpful.
- She never answered my question and smoked the whole time I was there giving me a bad allergic reaction.
- They made bad decisions for me.
- Very rude.
- He only explained what courses to take, not which would transfer or could be used toward my major.
- I ended up taking all difficult classes at once in my last semester.
- Did not get full understanding of what was really available and what was needed to pursue a new goal.
- They did not give me enough information.
- Every advisor told me something different.
- No real guidance - I was just given a worksheet and had to figure out which classes I needed by myself.
- I graduated Harper without any math - a qualified counselor should have had me take math instead of other courses that I did not need. I did take a remedial math my last semester only because I realized that I needed some math. Now I have to take college math at NIU when I should have taken care of it at Harper.
- Lack of information - I did not know there were education counselors until the end. I saw many counselors.
- They did not care if they helped me or not.
- Each counselor gave her the wrong information. Finally she went to Northern and they gave her the correct information.

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How the Advising Students Received from Academic Advising Services was Helpful to Them

- Helped define goals.
- Some time they recommend the right courses - career exploration class was helpful.
- Informative
- Told me all I needed to know.
- Only in confirming what I had decided - counselors not that effective.
- To plan taking classes and deciding a university.
- Transferring
- Planning courses
- What classes I needed.
- Pick out classes and pick out a school to transfer to.
- Helped decide on school.
- Helped me choose courses and school.
- It ironed out kinks for me.
- What classes I should take.
- Helped me pick a major.
- Helped me get my associates degree.
- Helped with courses necessary for transfer..
- What classes to take.
- In determining which courses would transfer.
- He helped her decide what she really wanted to do.
- In class selection.
- Helped with transfer program.
- She was always there and helpful - nice.
- Helped transfer.
- Make sure I was taking the right classes.
- Everything transferred perfectly including all tools - went directly into business school
- Told me what to take.
- Helped to prepare schedule.
- Helped me make sure I had enough credits to graduate.
- Thorough testing explanation of results - available for discussion.
- Pointed at what I should take.
- But not as helpful as it could have been.
- Choose courses.
- Although at times it was not enough.
- Told me what classes I needed to transfer.
- Get me on right track.
- Pick my school.
- Although some counselors should not try to channel students so quickly.
- Somewhat helpful.
- All courses advised to take were correct - helped me.
- Helped me pick classes.
- Helped me pick the classes I needed.
- Knew courses which transferred.
- It made sure I took the right classes.
- Helped with classes and requirements.
- Help with class choice.
- Frances Brantley was great?!
- Helped choose classes.
- Showed me how to set the information I was looking for.
- Wrote letter to school to get course transferred.
- I only found one counselor that knew what she was talking about.
- Plan my second year.
- Helped define goals.
- But they need more recent information on university requirements.
- To meet requirements.

How the Advising Students Received from Academic Advising Services was Helpful to Them (cont'd)

- Determined my class.
- The courses were explained to me in a clear manner.
- Answered questions about my major.
- Helped me drop a class.
- Organize classes.
- Helped with transferring specific courses to NIU.
- What classes - courses to take.
- All my credits transferred because of it.
- Especially regarding transfer courses.
- It helped me figure what courses I needed to graduate from Harper.
- Information was relayed to me but was incomplete.
- Told me courses to take.
- In general, nothing specific.
- Gave me the Pre-Business courses to get into NIU.
- It was good to learn of their experiences.
- In computer science field change - but my counselor never had any good suggestions.
- Helped me pick school.
- Helped me pick classes that would transfer.
- In general.
- Class determination.
- Last semester to explain what the compact agreement was and what classes Northern would take.
- Decide on classes.
- What courses/classes to take.
- Selecting classes.
- What classes I had to take to graduate.
- They help me with reaching my goals. They were very concerned about me and helping me which made things very easy at Harper.
- Told her what catalog to use.
- I am a disability student and they helped me a lot.
- Helped me find my interest.
- What classes would transfer.
- They gave me a form that explained the classes I needed to take.
- What courses would be best.
- They were just OK.
- Very helpful.
- Explained courses needed.
- Gave me good advice.
- Set up classes I needed.
- Showed me many options.
- Phil Troyer was excellent for an adult returning to College.
- Helped me with a math class.
- Advising due to transferring was helpful.
- Helpful with transferring to NIU and class selection at Harper.
- Caring.
- Helped me set goals.
- Helped plan courses for as degree.
- What classes to take.
- Taking the right classes.
- What school to go to and contacts at the school.
- Explanation needed for various coordinating courses was good - as a result, could make good decisions.
- What I needed to graduate.
- What courses to take.
- Helped me decide what credits would transfer.

How the Advising Students Received from Academic Advising Services was Helpful to Them (cont'd)

- Answered most questions.
- Urged me to take statistics. Needed it for the MCAT test and for transfer into my concentration.
- Direct - informative - helpful
- Explained what classes I needed.
- Courses I needed to graduate.
- Frances Brantley - Diane Pernats-Trickey - excellent counselors.
- Explained correct courses.
- Know what classes to take.
- Locate different colleges for my major.
- Gave me a lot of guidance - told me to take the wrong classes.
- Finding a college to go to a career choice.
- What courses will transfer.
- I inquired about graduation requirements.
- Get the AA degree.
- With the Women's Program
- Helped me gauge my education.
- Somewhat - he gave conflicting information about transferring classes.
- What classes to take.
- Helped me take the right courses - scheduling.
- She helped me get through my last year of school and graduate.
- Awareness in unknown fields.
- Before registration
- To select courses.
- What I should take and when I would graduate.
- Helped to make transferring easy.
- Find what I needed to transfer.
- Everything transferred.
- Helped set up my courses needed.
- Good transfer help from a man named Jedlicka.
- Not in particular.
- Selection of courses - certain ones.
- Scheduling - correct courses - what courses to take.
- He helped me focus my Harper curriculum in preparation for Roosevelt.
- In finding a new college.
- Only a little bit - I was misguided by here a lot. I don't know her name anymore but I think she was new and was not well informed. As a result I took courses that did not transfer to my present college.
- Facts about Northern.

Student Activities by Rank Order
of Their Net Benefit to the Alumni

	1983			1985		
	a	b		a	b	
	Times Nominated As Most Beneficial Activity	Times Nominated As Least Beneficial Activity	a/b	Times Nominated As Most Beneficial Activity	Times Nominated As Least Beneficial Activity	a/b
Harbinger	93	5	18.60	59	11	5.36
Concerts	76	10	7.60	39	6	6.50
Guest Speakers	68	11	6.18	43	6	7.17
Films	77	15	5.13	37	8	4.63
Field Trips	32	14	2.29	19	3	6.33
Studio Theater	23	12	1.92	12	7	1.71
Point of View	19	14	1.36	19	8	2.38
Radio Station/WHCM	24	22	1.09	13	17	.76
Clubs	20	19	1.05	15	10	1.50
Varsity Athletics	25	24	1.04	10	16	.63
Mini Courses	8	8	1.00	6	4	1.50
Human Potential Seminars	14	16	.88	15	8	1.88
Peer Counseling	13	18	.72	6	12	.50
Band, Orchestra, Choral	16	23	.70	5	14	.36
Student Senate, Program Board	14	25	.56	6	14	.43
Intramural Sports	14	27	.52	7	13	.54
Pom Pon Squad	2	30	.07	4	18	.22
Other	13	0		19	0	
Total	551	294	1.88	334	175	1.91

	1987			1989		
	a	b		a	b	
	Times Nominated As Most Beneficial Activity	Times Nominated As Least Beneficial Activity	a/b	Times Nominated As Most Beneficial Activity	Times Nominated As Least Beneficial Activity	a/b
Guest Speaker	56	6	9.33	68	13	5.23
Harbinger	65	14	4.64	77	16	4.81
Concerts	52	7	7.43	44	14	3.14
Films	33	9	3.67	33	14	2.36
Field Trips	21	9	2.33	32	18	1.78
Radio Station/WHCM	20	21	.95	36	26	1.38
Mini Courses	10	14	.71	17	14	1.21
Point of View	21	7	3.00	16	16	1.00
Intramural Sports	3	19	.16	14	15	.93
Clubs	10	9	1.11	18	20	.90
Human Potential Sem.	6	9	.67	13	16	.81
Varsity Athletics	16	17	.94	15	20	.75
Studio Theatre	15	8	1.88	12	19	.63
Band/Orchestra/ Choral Group	10	10	1.00	9	18	.50
Peer Counseling	7	9	.78	9	19	.47
Student Senate, Program Board, etc.	9	12	.75	6	20	.30
Pom Pon Squad	2	22	.05	5	20	.25
Other*	18	1	18.00	12	5	2.40
Total	373	203	1.84	436	303	1.44

*See Next Page

*Other Student Activities or Non-Classroom Experiences Which Were of Most Benefit to Students

- Student Ambassador - 2
- On campus job - 2
- Fashion shows
- Tutoring in the center.
- Field biology trip
- Student Trustee

HARPER EXPERIENCE

Hours worked per week While Attending Harper	1979	1981	1983	1985	1987	1989
I did not work	13.3	8.8	11.1	8.8	6.8	6.4
1 to 5 hours	1.5	.8	.3	.6	1.3	.9
6 to 10 hours	4.3	2.0	2.1	3.3	2.7	1.8
11 to 15 hours	7.0	8.0	7.5	6.0	5.5	9.3
16 to 20 hours	30.4	27.2	25.3	23.2	25.5	18.8
21 to 25 hours	21.7	21.9	21.2	24.4	18.4	18.8
26 to 30 hours	7.1	11.3	13.5	8.4	10.1	11.1
Over 30 hours	14.7	10.0	19.0	25.3	29.8	33.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	323	679	676	475	628	549
Mean number of hours	18.99	21.3	21.0	22.0	23.0	23.7

Relation of Work to Major Field at Harper College	1979	1981	1983	1985	1987	1989
Identical	19.6	17.6	20.4	16.6	16.8	26.7
Related or Beneficial	24.7	21.2	16.8	20.7	19.3	20.7
Of Little Benefit	55.7	61.2	62.8	62.7	63.8	52.6
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	280	609	594	391	368	498

Hours Spent Per Week in Extra Curricular Activity						
Did not participate	79.0	79.4	76.0	78.7	75.9	74.7
1 to 3 hours per week	11.1	11.9	11.7	9.9	9.9	11.6
4 to 7 hours per week	4.6	3.9	3.9	5.1	4.5	5.4
8 to 12 hours per week	2.5	3.1	3.4	3.1	2.6	3.6
Over 12 hours per week	2.8	1.7	5.0	3.2	7.2	4.7
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	324	635	676	473	627	554
Mean Number of Hours	1.14	1.02	1.54	1.26	1.78	1.59

Hours Spent Per Week
Informally in Student Center

	1979	1981	1983	1985	1987	1989
Less than one hour	33.0	38.2	45.2	39.1	44.3	49.6
1 to 6 hours	55.0	50.9	44.4	49.0	42.5	44.4
7 to 12 hours	10.5	8.7	8.6	9.0	10.7	5.1
12 to 20 hours	.9	1.7	1.2	2.7	1.6	.7
Over 20 hours	.6	.5	.6	.2	1.0	.2
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	324	636	675	474	618	552
Mean number of hours	3.39	3.19	2.94	3.15	2.91	2.10

Students View of Harper College-- 1989

	PCT
Those that definitely would recommend Harper College	97.0
Those not sure they would recommend Harper College	2.8
Those that definitely would not recommend Harper College	.2
Total	100.0

Comments Concerning Harper College

- Love it - did get some positive advice from a male counselor - could not recall his name - a good experience after a non-supportive faculty member.
- Too many people have an adverse image of junior colleges and frankly the time for these presumptions is over. I truly believe that it was a rewarding experience. It is also a major part of choices for higher education these days. With all of the space allotted for comments I guess I should completely discuss the topic just to completely answer the question.
- Quality of education was OK, but evaluation of associate degree was not too good.
- Good school.
- Too easy to drop classes - would have worked even harder for grades if he knew it would be difficult to drop classes.
- I had a good experience at Harper and have recommended it to others.
- I thought Harper was fantastic. I am now attending Lake Forest College and the adjustment has been so easy and I am doing great there.
- I think it is a good 2-year school for people who cannot afford to pay for college.
- Getting associate degree at Harper then going to a 4-year school is the only way to go. Don't make it a 4-year school.
- Harper is a great college and I enjoyed my two years I attended there; however, I feel it was not challenging enough for those who go on to a university. I found the transition from Harper to NIU very difficult.
- More evening and Saturday classes available to the working adult students.
- Teachers are great.
- Faculty = A+.
- I am very pleased with the things I accomplished through Harper. I took challenging classes that were beneficial to me in the long run. Perhaps counselors, etc., could encourage students to take classes such as these. Harper should be taken more seriously by the students.
- Harper is a very good college. I like it very much - I learned a lot there.

Comments Concerning Harper College (continued)

- I enjoyed going to Harper very much and I am glad I attended the school. I think it is a very good school to start out in college and decide exactly what you want to do.
- Parking lots too far from buildings.
- I felt I got a very good education at Harper. I really liked the atmosphere and the faculty
- Teachers must warm up to students and broadcast the radio station.
- I enjoyed going to Harper because of the location, affordability and education.
- I was very happy while attending Harper - I would encourage seniors in high school to get their two-year degree from Harper first.
- It's a good place to begin your college career especially if your future plans are uncertain.
- I enjoyed my experience at Harper immensely - keep up the good work but upgrade the material in classrooms.
- I enjoy my two years at Harper and miss being there. I will continue to take classes during the summer. I feel Harper was the best decision I made and I encourage people to take even one class. The tuition is very reasonable, the instructors are good and the experience is great.
- Harper is a good College and I made a good choice by coming to Harper first then transferred.
- The school is very convenient for people who wish to stay here and work but for people like me now I have to find an affordable four-year school that is close by. It would be nice if Harper became a four-year school instead of two years.
- Harper taught me more and I have retained more from Harper courses than I did at my current university.
- I feel I received an excellent start at Harper College. The lectures, for the most part were interesting and I feel I learned alot. All of my credit courses transferred and after spending two quarters at UIC I realize that I was well prepared for a 4-year university.
- Harper helped to prepare me for Illinois State in many ways - attending Harper for two years before attending a 4-year school was a right decision for me.
- Harper is and can be a great place. It is too bad a lot of the students are immature and made the atmosphere like a high school.
- I would like to thank Dr. R. Stewart - without him or the direction he gave me I would not be in school today. Thanks! P.S. - he was the best teacher I have every had.
- Dr. Dodds - the best English teacher ever. I firmly believe that Harper's classes and for the most part teachers are a credit to the institution. They are committed, creative and most important to me, experienced in the field they are teaching. I attended mostly evening classes and found this very beneficial in terms of what I gained. I am an adult student, classes had little or nor discussion and/or feedback. Days were a disappointing experience
- An excellent institution - I wish it were a 4-year college.
- Do the construction on the doors closest to the parking lot during the summer, not during the freezing winter. All classes are beneficial to take for they teach you different aspects and attitudes towards coping in today's society. Only with a broad, well educated mind will one successfully survive.
- I enjoy my experiences at Harper. I enjoyed the faculty and the academic challenges they presented. I wish Harper was a 4-year school - I liked the convenience of Harper.
- Overall, I am very pleased with everything Harper provided me.
- I think the teacher should be analyzed better because I had a few that were sooooo bad I just never went to the class. Also, there should be a book with teacher profiles the student can review prior to signing up for classes.
- It is a good place to go when you don't know what you want to do.
- I think Harper is great! I love how tuition is so low compared to other 4-year schools. think it is a great place to make a good foundation for your education.
- I have found 95 percent of the teaching faculty to be excellent in their teaching as well as outside help. The Financial Aid Office was a pleasure to work with and very helpful and the faculty on the whole were always ready to help with any problem.

Comments Concerning Harper College (continued)

- Harper was a good academic stepping stone between high school and the university I am presently attending. It offered courses in my field of major ranging from low difficulty levels (humanities or courses where time put in has a direct correlation with your grade) to university level difficulty (physics and math/chemistry).
- Harper is a great alternative to going away to a 4-year institution. I only with that it was possible for me to go to Harper after my first 2 years.
- I enjoyed being a student at Harper and I would recommend it to anyone. It really is a good place to continue your education and it also prepares you for going on in school or your job.
- It is a great school! I was sorry to leave it.
- Engineering curriculum was terrific for a junior college.
- Other than the counselors trying to channel the students into a curriculum choice so quickly, Harper is excellent.
- Harper was an excellent choice for my situation. Due to my enrollment I qualified for a promotion and my AS Degree will qualify me for another. In general, I am glad I attended and will probably attend a few more classes for work and just classes I am interested in.
- Harper is an excellent educational environment and I made a lot of new friends - I would do it all over again.
- I enjoyed attending Harper. I met a lot of people and I had several good teachers. I would recommend Harper to any one not sure about what they want to do with their education or career goals. It is cheaper and a great beginning for anyone!
- The only problem I had with Harper has to do with transferring to Northern. I am behind a semester because I was unaware of Northern's general requirements which I thought was completely covered if I got an AA at Harper. Now I need five more general education classes outside my major, because of a requirement I was not aware of while attending Harper. If I was aware, I could have taken more electives at Harper rather than business courses.
- I loved the Harbinger! I looked forward to every Thursday to get the new issue. I will miss it very much.
- Excellent education and faculty and a nice campus.
- I feel Harper really prepared me for my transition to a 4-year college instead of going right from high school. At Harper I matured and learned to structure myself as well as learn that I can reach my goals.
- Keep up the quality staffing and subject material.
- It was a great start in college for me.
- You have a beautiful video facility at Harper - it's a shame you don't let the students use them. They are being wasted - there should be classes taught. Seminars held more frequently and access should be easily obtained by interested students. Great equipment - enormous learning potential but wasted by politics.
- Harper was a good way to save money and get a good education at the same time.
- Very poor snow removal in winter!!! Grounds crew waits way too long before they plow! Need a midnight crew so lots are clear when students and faculty arrive in the morning.
- In the winter the parking lots should be plowed. I was very unhappy with an English teacher and the Dean of Liberal Arts. I felt they did not help or want to help when I had a problem with my teacher.
- It is effectively and efficiently administered - especially when I compare it to the bureaucratic nightmare at my present school.
- I felt attending Harper College helped me change my major which meant I would continue at NIU with a major I want to pursue. Thank you!
- I think my experience at Harper was very beneficial and I enjoyed it but unfortunately it did not prepare me for NIU. My teacher's here do not care how I do in my classes. Harper's faculty is very good and many individual teachers had a personal impact on me. They cared, but they need to let students know that university professors on a majority do not care as much because they have too many students or are busy with research.
- Teaching staff is more tolerant than they should be in a college situation.
- Harper College should be tough on their smoking policy - I could still see students smoking in a non-smoking area.

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Comments Concerning Harper College (continued)

- Many of the part-time instructors I encountered were completely inadequate. Perhaps you should study them in the classroom. My full-time instructors and professors were very good on the whole. Curriculum and class content I found on the whole unchallenging. Some of the instruction was remedial and spoon-fed.
- Harper College has been given the image of a large high school throughout the community but Harper often equals other colleges in higher learning skills. A larger effort needs to be made in Harper's outreach program to stress the qualities of Harper and its effectiveness as a community college.
- I did not get involved very much. I used the library occasionally but the schools atmosphere was similar to high school.
- It is the best college - it considers the concerns of the students and values the students opinion. The administration, faculty, and staff have developed a welcome and comfortable atmosphere at Harper for its students. The students know they are a valued asset and not just another number.
- I really enjoyed attending Harper College. I feel it is a very good school I only wish that it would have been a four-year school.
- Try to make it more like 4-year school.
- A very good educational school - but the counseling was, in my opinion, unsatisfactory.
- I did not know you could get financial assistance for a junior college.
- Harper allowed me to accumulate coursework, credit hours while I decided on which university I would transfer to -- all credits transferred, saving me much time and money. Unfortunately, my work schedule while I attended Harper did not allow me to participate in student activities or non-classroom experiences.
- I was 22 when I began my college education. I did not appreciate the condescension I and many other students received from many of the instructors.
- It is a good junior college - I was able to change majors easily to prepare for NIU. I took quite a few night classes part time and Harper fit into my working schedule very very nicely.
- It's silly to have a cosigner for financial aid.
- Chemistry Department did not have good teachers and one architecture teacher was was a joke, but Harper also had a lot of good teachers.
- It seems construction (indoor) is usually done at the worst times, i.e., we were reviewing for finals in a building and they were hammering like crazy, building an exterior wall outside the restroom.
- Even though transferring can be a hassle at times, I have no regrets about going to Harper first. I feel I received a quality education and saved a lot of money doing it. At Harper you get out of it what you put into it. If you put in the work you can get as good of an education as you can at a 4-year school.
- Harper professors are much more available and approachable then are my professors at Loyola. Counselors are great at Harper. I always got as much help as I needed without feeling I was under a time restraint or was being a bother. I do often strong recommend students to attend Harper to save money and help with career placement. It made me more of a directed person - grad-oriented.
- I was very pleased with Harper.
- It was a great experience for me because I did not think I was ready to go away to school.
- So far, Harper has been the best experience for me that a student could ask for. I run into a lot of former Harper students and all we can say is that "If Harper was a 4-year college, we would still be there".
- I enjoyed and learned a lot at Harper College.
- Variety and availability of classes was excellent.
- I would recommend Harper depending on the goal the person is trying to reach.
- I am very grateful to Harper for the quality education and helpful faculty. I highly recommend Harper to everyone - that they should go to a 2-year college before a 4-year college. This is a great transition.
- The teachers were very nice, and it helps that the cost is so low.
- I was able to take almost all of the 100 and 200 level courses needed for my undergraduate work of which all were transferable.
- Any possibility of becoming a 4-year school? Rumors have been flying for a long time.

Comments Concerning Harper College (continued)

- The individual concern for each student in his/her class by the teacher is an outstanding asset for Harper. Never was a Harper teacher irritated, disturbed or too busy to give extra time to explain a difficult point, yet I have not encountered this willingness at my present school. P.S. When and if I am a medical doctor I would like to be invited back to speak to the trustee scholars about being a Harper "Alum". I remember vividly when when I was a freshman listening to our speaker - I would like to return some of what I received.
- I really enjoyed your telecourses. They are ideal for people like me who work full time. I did well in all of them. Hopefully in the future you can add more courses.
- Mr. Troyer, Dr. Mulvihill, Dr. Puhl, Dr. Oester, Mr. Norris, Ms. Pankanin, Mr. Gallagher, Mr. Miller, Dr. Bennette, Mr. Clouser, and Dr. Stewart all deserve special commendation! Your Continuing Education Department is much appreciated!
- Harper is a great school. It is a place where I grew and gave a lot of myself, but a place where I got more than I gave.
- You can get a very high quality education there as long as you apply yourself.
- Dr. Janet Westney was a great help in counseling me - at least 95 percent of the teachers I had were exceptional and always willing to help in any way they could.
- Teachers and counselors took the time to talk openly with me whenever a problem arose.
- As one of the older students it was a very rewarding experience to attend Harper.
- Counselors did not have a real concern for what I was looking for in my goals in college. They could have given me a better scope of what was really needed to complete goals pertaining to completion of different majors.
- More information should be given concerning transferring to a university in terms of one's GPA, not being able to declare a major until a university GPA is established, etc.
- It is a great cultural asset to our community. It has enriched our lives since its earliest days - before the campus - and expect it will continue to do so.
- Better physic teachers - they act like they don't care - they act like it is their second job and could care less if the students learned anything or not.
- People at Harper need to get more involved with the activities - how, I am not sure. So many students also work which makes it hard. But involvement would be a way to get help to a lot of students.
- Harper was a good environment to learn and an excellent preparatory for a 4-year university for me. It also was less expensive than attending a 4-year university while offering the same classes.
- Harper was a great 2-year college. It prepared me for my final years in school. The faculty was very knowledgeable in their specific classes. I was very pleased.
- I only went to Harper to receive my associates degree - I lived at home the whole time and worked all the time I went to Harper. Therefore, I did not participate in any student activities but I got what I wanted.
- Some of the teachers teaching night classes were not prepared or were hard to reach outside classes. Some classes were unchallenging. Economics teachers were poor. Math teachers were excellent.
- The recent employment fair was great. Mrs. Jacobson in the Financial Aid Office is very helpful and knowledgeable.
- I enjoyed attending Harper except for a few problems with counseling. It is a good place to get a 2-year education - mine took longer (6 years) because of part-time enrollment and uncertainty as to what I wanted to do.
- Harper has provided me with a superior and well rounded educational foundation. The teaching faculty (both full and part time) are of an exceptional caliber and actively encourage the student to reach beyond the scope of the set course standards.
- Harper has a nice campus and many facilities the students can use. It helped prepare me for the university I now attend. The teachers (most of them) were well qualified and helpful.
- I took all classes at night - one quarter of teachers were either ill or unprepared. Did not care about students - it was just a job. Half were average and quarter of them were excellent.

Comments Concerning Harper College (continued)

- Harper College is an excellent 2-year college. I feel that Harper's faculty is excellent. The people in general are nice. The campus is beautiful. The learning environment is healthy. I enjoyed my years at Harper. I miss not being able to go there any more.
- Harper is a very nice school. Ninety-nine percent of the instructors I had were excellent instructors. I think I received a quality education there.
- It was a wonderful school. I wish it was a 4-year institution. I miss the beautiful campus, friendly teachers, and the "older" students (over 25). At the time, when I attended Harper I wished there was an enclosed walkaway from Building "F" to the parking lot.

Summary of Other Comments

	1985		1987		1989	
	N	PCT	N	PCT	N	PCT
Positive Comments	108	73.4	78	69.6	80	70.8
Mixed Comments	0	0	14	12.5	16	14.2
Negative Comments	39	26.6	20	17.9	17	15.0
	147	100.0	112	100.0	113	100.0

Comment Summary -- Types of Comments Mentioned

Type of Comments	Times Mentioned 1985	1987	1989
Overall Experience - Positive	42	29	36
Full-Time Faculty - Over 85% very positive	21	25	31
Student Services	10	6	0
Harper as a stepping stone to a four-year college	19	18	26
Value of specific academic program - two-thirds positive	16	10	3
Counseling - Negative	3	4	10
Campus Environment - Mixed	5	7	20
Financial advantage of attending Harper - Positive	5	4	13
Interaction with other students and staff on campus - mostly negative	7	2	3
Wished Harper would become a four-year college - positive	8	6	7
Varsity Athletics	--	1	0

Comments When Asked What Students Would like To See Changed

- Dress up the library
- More adult classes in daytime - I work second shift and often have to wait several semesters to take a class I want at a convenient time.
- Add 300 and 400 level courses.
- Make buildings closer together.
- To change it to a four-year college.
- The locations of the farthest parking lots in relation to the buildings.
- It would be great to have some selected upper level courses taught at Harper during the summer for those who would like to take summer school at home.
- Better parking
- The long walk from "J" Building to "A" Building
- Overall atmosphere -- too businesslike
- The negative attitude that the majority of students that attend Harper have - Harper is a fine school and an exceptional junior college.
- Wish that the teachers could have been more accessible and available to needs.
- Make it a more serious atmosphere for students to learn.
- The smoking the halls and bathrooms - smoking outdoors only.
- Morale
- The cost of books - feel prices in the bookstore are very high. In addition to the costs, Harper should change to trimesters.
- Closer parking
- Add more programs
- Keep the people in the library quiet at all times - there is too much talking and noise.
- Upgrade classrooms
- It should be a 4-year institution - maybe NIU the east campus.
- Buildings too far away during winter months to walk without freezing.
- A wider range of summer classes
- Change it to a 4-year university because many of the higher class levels in Harper did not transfer to the university because Harper is a 2-year college.
- Upgrade some of the part-time evening instructors. I gave some of them very bad evaluations - found that some instructors know the subject matter but cannot teach it.
- Make Harper more of a college atmosphere - being a day student it was hard to become part of Harper. It was more of a commuters college.
- The counselors - replace some of them with ones that would give advice and help - not just look at you and say, "What do you think is best?" when you are asking them.
- The parking
- The Building "A" groupies and immature, not serious college students.
- Its lack of concern towards students.
- Unfortunately what I would like to change is a social and cultural problem. Female students who are not divorced or desperate would like their educational goals taken seriously. Going from mother to career person is simply a career change not something to keep me busy.
- The only think I can think of is more nutritional food in Buildings "J" and "D". Fruit, sandwiches, fruit juice -- otherwise, Harper is fantastic.
- Offer more classes at different times and make sure the classes they say transfer actually do transfer.
- Update equipment for physics labs or make present equipment work.
- Offer a wider variety of upper level courses.
- Pursue child care center for businesses/children/parents in the area. Don't knuckle under to private child care providers.
- Professors in the Physics Department
- Price for classes and books should be less.
- The indifference of the student body to the school. It seems like everybody is in such a hurry to go to some other school and they just don't care.
- Some of the counselors.
- Have it be a 4-year College so I would not have to transfer to another college. I feel it is a very convenient location and the teachers and class sizes are excellent.

Comments When Asked What Students Would Like To See Changed (continued)

- Parking! I wish the lots were closer to the buildings. When the weather was bad it made for a long walk.
- It would be really nice to have had a quiet place to study where I could bring coffee in with me.
- Have teachers change tests every semester - in many of my courses (not including higher level engineering, physics, and math courses) I observed students who had obtained old tests from last semesters students and, therefore, aced the test. This was quite common.
- I would put tubes from the buildings to the parking lots for below 20 degree days.
- Distance between parking lots and buildings.
- Offer more classes
- Make sure students are aware of all requirements concerning the schools they plan to transfer to.
- Expand and offer 4-year bachelors degree
- The price for books
- Offer special seminars for transfer students to prepare them for 4-year school
- Counselors would be more helpful
- I think many of the staff members ignore the fact that they are for the students - The students are not there to cater to their egos. They get wrapped up in what they are getting paid or not getting paid - working in independent projects - they forget students should be #1. And there is too much red tape and things that could get done and should not get done because many argue over who will get the credit or who will be boss or who will get paid the most - very disappointing in that respect.
- The social life - there is none!
- I think the teachers should try to help the students more
- The counselors don't know anything - besides they cannot be personal so they can't know you or the school you are trying to get the requirements about.
- Registration - like at any college - it is a pain in the neck.
- It needs a lot more school spirit - to make one feel like they belong.
- Counselors knowledge about transferring students
- Have career counselors be more straight forward regarding student's future capabilities and aptitudes according to their results - personality, interest, etc.
- Harper should have more classes in international fields.
- Make courses a little more demanding so that when students go to another college they don't experience culture shock as I did. Let them know what they may be facing.
- Allow a 4-year college to use facilities.
- Classes need to be more challenging. I found it no more difficult than high school. From what I have heard it does not compare in intensity at all with a 4-year school.
- The classes were very much like high school. The school and teachers should make the classes more challenging and difficult.
- Courses are too easy - accounting does not transfer
- Would make it a 4-year college - leaving Harper was not easy and now that I am attending a different school, I wish I could return to Harper.
- Campus art -- UGLY
- Don't take "Intro to Business Org". It only transfers as an elective. Also take more courses out of the college of business or else you have to take them at a 4-year schoo
- More Saturday classes.
- Have teachers show how material learned applies to and can be used in the working world. i.e., math, sciences, etc.
- Try to make it less "commuter oriented" and raise school spirit.
- The Public Safety Department was not very helpful with keeping the parking lots safe day or night.
- More information about intramurals and other activities.
- Its reputation - teachers at Harper are much better than at NIU. At NIU there are many foreign teachers who can hardly speak English.

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Comments When Asked What Students Would Like To See Changed (continued)

- More courses with full-time instructors at night.
- Not a thing - just keep up the excellent work.
- Parking garage
- Classroom desks are too small - writing surface - and uncomfortable. Move parking lots closer or enclose parts of campus to reduce wind tunnels.
- I would have course listings appear in a newspaper fashion instead of taped to a wall in Building "A" - including teachers names.
- The evening classes should be taught by regular teachers and not business people. especially economics. Some of these people have no idea what they are doing.
- Data Processing courses and teachers were inadequate. Students should learn how to use special software programs (especially Lotus, d-Base, and Word Perfect) instead of learning about how to program courses.
- More telecourses and flexible learning programs for people who work full time. Also, I at one time considered entering Harper's Nursing Program but they don't have a program geared to people who work days.
- More trees.
- I would make its academic standards higher so that its credibility would not be "knocked".
- More social activities.
- Harper should become a 4-year college so more people will get involved - maybe - with the school, because they were there longer, but at the same time make available the 2-year program. This will give people a chance to go and if they like it can stay. If not, can get a 2-year degree and go get a job.
- To have everyone meet with one counselor and make sure they know what they are talking about.
- Nothing - my experience at Harper was both rewarding and fulfilling. I would repeat the experience without hesitation.
- The counseling department - it would be nice if a student had certain advisors.
- More courses at Northeast Center.
- The teachers at night act like it is their second job. They just wanted to get it over with.
- Availability to earn bachelors degree
- Have better informed counselors. Also make available an updated transfer course list for all different colleges. One final point -- I attend the University of Illinois at Chicago. Usually someone from Harper comes there during the 8th week of the quarter to interview Harper alumni. I think the name is Dr. Liska. He should come in the 3rd or 5th week of school because during 8th week we all have our mid-terms or exams and have no time to go and "chat" with him.
- Upgrade the English classes - have more monitors in the library so people don't talk so much.
- Some of the part-time night teachers seemed to be only doing it for the extra dollars - not because they enjoyed it.

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year

	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
	1983	1985	1987	1989	1983	1985	1987	1989
Present Status								
Employed full time, not in college	0	0	0	0	24.0	31.0	25.4	20.3
Employed full time, enrolled part time	31.5	47.6	60.0	50.5	2.3	6.9	6.2	8.3
Employed full time, enrolled full time	3.6	2.4	2.1	4.2	1.6	2.1	3.2	4.9
Enrolled full time, employed part time	18.9	19.1	20.0	17.9	17.5	17.0	25.0	30.5
Enrolled full time, not employed	11.7	2.4	5.3	4.2	45.3	31.7	32.1	25.2
Enrolled part time, employed part time	22.5	21.4	11.6	14.7	1.9	1.8	2.2	2.3
Employed part time, not in college	0	0	0	0	4.2	3.7	2.8	3.0
Enrolled part time, not employed	11.7	7.1	1.1	8.4	.5	.5	.4	1.7
Armed Services	0	0	0	0	.2	0	.2	0
Unemployed, but seeking employment	0	0	0	0	1.1	2.3	.6	.2
Homemaker	0	0	0	0	.9	1.4	1.3	1.5
Other unemployed	0	0	0	0	.5	1.6	.6	2.1
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	111	42	95	95	570	435	535	472
Percent still at Harper	16.3	8.8	15.1	16.8				
Educational Goals								
Presently enrolled full time	34.2	23.8	27.4	30.8	64.4	50.8	60.8	60.0
Presently enrolled part time	65.8	76.2	72.6	64.8	4.7	9.2	8.9	11.5
Plan to return to college next year	0	0	0	0	13.7	10.6	10.4	12.8
Plan to return to college some day	0	0	0	0	6.5	15.0	12.1	8.3
Presently enrolled in specific training program	0	0	0	2.2	.5	.5	.2	.9
No plans to continue education	0	0	0	1.1	4.6	7.4	4.3	2.2
Educational plans unknown	0	0	0	1.1	5.6	6.5	3.4	4.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	111	42	95	91	570	435	530	460

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
Graduation Status	1983	1985	1987	1989	1983	1985	1987	1989
A.A. Degree	11.7	30.9	20.0	21.1	35.3	42.1	52.5	52.7
A.S. Degree	5.4	14.3	9.5	10.5	22.1	20.0	16.1	13.6
A.A. S. Degree	2.7	2.4	3.2	1.1	3.0	2.8	.4	.6
ALS Degree	0	0	1.1	0	.3	.2	.2	0
Combination of Degrees	0	3.6	1.3	0	1.4	3.0	1.3	3.2
Certificate	.9	3.6	2.1	2.1	.2	.8	.9	1.3
No Degree	79.3	45.2	62.1	65.3	37.7	31.1	28.7	28.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	111	42	95	95	570	434	547	471
Job Information								
Business or Finance	16.1	11.9	14.6	17.5	17.1	15.3	18.3	16.2
Office or Clerical	5.8	15.0	10.4	13.9	11.1	15.3	13.7	16.7
Retail Stores - Sales	10.3	7.9	9.3	3.6	9.8	10.3	10.4	9.0
Food Services	6.9	7.9	4.5	6.6	12.0	7.8	8.5	6.0
Sales	9.2	10.5	7.9	7.2	10.4	7.7	8.2	11.0
Unskilled, Custodial	4.6	0	6.7	6.6	3.4	3.3	7.5	6.0
Trades	6.9	2.6	8.1	8.4	5.1	6.1	6.5	4.3
Educational	5.8	3.5	3.4	6.0	3.9	3.4	5.4	3.9
Health Fields	5.8	18.4	6.7	6.0	4.5	6.5	5.3	3.1
Engineering or Related Technology	4.6	11.9	6.7	6.0	2.7	4.8	5.1	2.9
Social or Religious	4.6	0	1.1	0	0	2.4	2.8	2.1
Computer Field	1.1	3.2	7.0	4.8	4.5	3.9	2.1	4.6
Factory - Semiskilled	4.6	2.6	6.7	4.8	2.1	3.7	1.0	3.7
Legal, Governmental or Political	1.1	3.2	1.1	3.6	2.7	.5	.9	1.5
Other	0	0	2.2	.6	0	0	.9	1.2
Communications and Entertainment	1.1	0	1.1	0	3.3	3.8	.7	1.2
Arts or Humanities	1.1	0	0	0	1.2	1.7	.7	1.2
Police, Fire, Security	0	0	1.1	1.2	3.4	.7	.7	.9
Transportation	5.8	0	0	3.0	1.4	1.5	.4	2.2
Environmental or Agricultural	2.3	0	0	0	1.4	.6	.4	.9
Scientific	2.3	1.4	1.1	0	0	.7	.3	1.4
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	87	38	89	83	292	270	340	327

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

Relatedness of Job to Major Field at Harper	Degree of Relatedness	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
		1983	1985	1987	1989	1983	1985	1987	1989
Identical	3	13.8	16.3	18.0	16.9	9.9	13.0	9.6	6.8
Closely Related	2	17.2	13.2	22.5	16.9	15.4	20.0	16.4	18.6
Somewhat Related	1	18.4	39.5	18.0	18.1	17.1	24.4	21.5	19.3
Not Related	0	50.6	21.0	41.6	48.2	57.6	42.6	53.5	55.3
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		87	38	89	83	292	270	344	322
Degree of Relatedness		.94	1.45	1.17	1.02	.78	1.03	.80	.77

Status Level	Status Index	1983	1985	1987	1989	1983	1985	1987	1989
Unskilled Labor	1	8.1	2.7	11.5	6.1	7.2	6.8	14.6	7.9
Semiskilled	2	34.9	31.1	27.6	31.7	27.4	24.7	25.2	34.0
Technician, Skilled Labor or Foreman	3	18.6	13.5	16.1	15.5	16.1	16.2	15.7	15.9
Beginning Professional	4	26.7	31.1	31.0	35.4	38.4	43.8	34.9	32.7
Experienced Professional or Second Line Supervisor	5	10.5	21.6	10.3	7.3	9.9	7.3	6.7	7.9
Creative Scientist, Researcher or Upper Middle Management	6	1.2	0	0	0	.3	.8	.6	1.6
Vice President or Higher	7	0	0	3.4	0	.7	.4	2.2	0
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		86	37	87	82	292	265	335	315
Mean Index Level		3.00	3.38	3.15	3.06	3.20	3.24	3.05	3.03

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Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

Annual Salary	Alumni Remaining at Harper After Attaining Alumni Status 1983	1985	1987	1989	Alumni Leaving Harper After Attaining Alumni Status 1983	1985	1987	1989
Under $7,000	9.1	0	1.9	6.3	6.7	3.4	1.2	2.9
$ 7,000 to $ 8,999	14.3	0	1.9)		9.3	1.7	2.9)	
$ 9,000 to $ 9,999	9.1	0	0)	4.2	8.5	3.4	1.7)	2.2
$10,000 to $11,999	10.4	7.2	3.8)		18.1	13.6	9.2)	
$12,000 to $14,999	16.9	21.4	13.2)	22.9	20.0	17.8	16.8)	17.5
$15,000 to $19,999	18.1	21.4	22.6	12.5	18.9	26.3	26.6	25.5
$20,000 to $24,999	11.7	21.4	28.3	22.9	10.7	23.7	18.5	24.8
$25,000 to $29,999	7.8	7.2	17.0	14.6	4.4	5.9	9.2	10.9
$30,000 to $39,999	2.6	0	7.5	8.3	3.0	2.5	11.0	12.4
$40,000 to $49,999	0	0	0	8.3	.4	1.7	1.2	2.2
$Over $50,000	0	0	3.8	0	0	0	1.7	1.5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Salary	$14760	$20643	$22075	$21552	$14683	$17750	$20364	$21719
Median Salary	$12808	$20000	$21000	$20682	$13111	$16774	$18369	$20294
Number	77	14	53	48	270	118	173	137

Job Location	Distance Index								
Downtown Chicago	2	3.4	7.9	1.1	3.7	3.4	8.0	6.6	3.4
Outer fringes of Chicago	1	4.6	2.6	0	3.7	2.5	3.9	1.7	2.5
Harper District	0	85.1	81.6	81.3	75.6	76.9	68.5	63.1	75.7
Other Chicago Suburbs	1	5.7	2.6	16.1	14.6	7.5	8.0	17.4	11.0
Within 40-100 miles	3	1.2	5.3	1.5	2.4	2.5	7.2	2.3	3.4
100 - 500 miles away	4	0	0	0	0	1.7	3.0	3.9	2.2
More than 500 miles	5	0	0	0	0	4.1	1.8	4.9	1.9
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Distance Index		.21	.37	.23	.33	.66	.53	.80	.48
Number		87	38	89	82	292	270	345	323

Educational Data

Class Level	Index Level	Alumni Remaining at Harper After Attaining Alumni Status 1983	1985	1987	1989	Alumni Leaving Harper After Attaining Alumni Status 1983	1985	1987	1989
Freshman	1	1.8	0	1.1	1.2	.3	.8	.3	1.2
Sophomore	2	57.3	40.5	63.7	63.4	5.8	1.5	1.6	1.5
Junior	3	34.6	34.5	18.7	23.2	78.9	49.4	43.2	58.2
Senior	4	1.8	9.5	3.3	7.3	13.0	43.6	50.5	38.1
Graduate School	5	1.8	11.9	0	0	1.0	3.5	3.0	.3
Professional School	5	.9	0	1.1	0	1.0	.8	.3	0
Other	NI	1.8	3.6	12.1	4.9	0	.4	1.1	.6
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Index		2.41	2.93	2.31	2.38	3.11	3.49	3.55	3.35
Number of Responses		110	42	91	82	394	257	368	328

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

Present Major Field	Alumni Remaining at Harper After Attaining Alumni Status 1983	1985	1987	1989	Alumni Leaving Harper After Attaining Alumni Status 1983	1985	1987	1989
Business	28.9	30.9	36.2	39.9	35.6	32.2	35.5	30.6
Education	2.7	2.4	2.3	4.3	7.8	3.8	7.6	11.3
Other Social Sciences	2.7	0	0	1.1	6.5	4.9	7.2	9.6
English, Literature and Speech	0	0	2.3	0	3.0	4.0	4.3	0.9
Psychology	3.6	0	2.3	1.1	5.8	6.2	6.3	8.5
Biological Sciences	3.6	2.4	2.3	3.2	5.0	6.4	2.7	4.8
Computer Science	2.7	0	4.6	2.1	4.1	3.7	2.6	4.0
Art	4.5	2.4	5.7	5.3	3.0	3.9	3.5	3.8
Engineering and Technology	17.1	16.6	10.3	9.6	7.4	13.1	7.3	3.2
Health Fields	10.8	23.8	14.4	7.4	4.1	4.3	2.7	2.8
Humanities and Liberal Arts	9.0	7.1	3.4	4.3	1.8	3.5	5.8	1.5
Journalism	2.7	2.4	0	0	6.6	3.5	3.9	1.5
Law Related	.9	0	2.3	.5	.5	.6	1.5	1.2
Math	2.7	0	1.1	2.1	1.3	2.0	1.6	.9
Physical Education and Recreation	0	2.4	.6	1.1	2.3	1.9	1.6	.9
Physical Science	2.7	0	9.8	3.2	.5	1.2	1.6	.9
Music	4.5	2.4	1.1	1.1	2.0	1.2	.1	.9
Food Service	.9	0	0	0	.5	.6	0	.9
Other	0	0	.2	9.6	0	0	.2	.9
Language	0	2.4	1.1	0	.1	0	1.0	.6
Architecture	0	0	0	3.2	.5	.4	.7	.6
Home Economics	0	2.4	0	0	1.3	1.2	1.2	.4
Agriculture and Conservation	0	2.4	0	1.1	.3	1.4	.8	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	111	42	87	56	393	256	368	331

Degree of Relatedness of Present Major to Major at Harper	Relatedness Index							
Identical	3	68.3	43.5	72.7	75.0	41.1	37.8	34.3	39.9
Closely Related	2	13.4	33.9	8.0	10.7	27.4	28.6	25.3	23.9
Somewhat Related	1	5.8	9.7	9.1	1.8	20.6	19.7	23.6	20.8
Not Related	0	12.5	12.9	10.2	12.5	10.9	13.9	16.9	15.4
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Relatedness Index		2.38	2.08	3.07	3.21	1.99	1.90	1.88	2.07
Number of Responses		104	31	88	56	394	259	356	331

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

Cost of Present College	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
	1983	1985	1987	1989	1983	1985	1987	1989
Less than $500	30.4	15.0	46.4	55.4	1.9	2.8	2.0	2.8
$ 500 to $ 1,000	38.2	40.0	26.2	21.7	.8	2.1	1.3	3.7
$ 1,000 to $ 1,500	18.6	10.0	9.5	10.8	2.6	2.1	3.9	3.4
$ 1,500 to $ 2,000	6.9	5.0	3.6	3.6	3.1	5.0	3.2	1.9
$ 2,000 to $ 2,500	2.9	10.0	2.4	0	4.7	3.6	3.2	3.1
$ 2,500 to $ 3,000	0	5.0	2.4	1.2	8.4	2.8	4.7	5.0
$ 3,000 to $ 4,000	2.0	0	4.8	3.6	16.7	12.8	8.8	6.2
$ 4,000 to $ 5,000	0	10.0	0	0	21.7	17.7	11.7	7.8
$ 5,000 to $ 6,000	0	0	1.2	0	20.1	18.4	17.5	13.7
$ 6,000 to $ 7,000	1.0	5.0	2.4	0	6.5	16.3	16.4	16.1
$ 7,000 to $ 8,000	0	0	0	0	5.2	3.6	9.9	13.4
$ 8,000 to $10,000	0	0	0	0	5.8	7.1	8.2	10.6
$10,000 to $12,000	0	0	0	1.2	2.6	3.6	5.0	5.3
$12,000 to $15,000	0	0	1.2	1.2	0	2.1	3.5	5.3
Over $15,00	0	0	0	1.2	0	2.1	.6	1.9
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Annual Cost	$ 929	$1695	$1184	$1274	$4715	$5165	$5776	$6217
Number of Responses	102	20	84	83	383	141	342	322

University of Illinois - Champaign

Harper Transfer Compared to Other Groups of Students

Starting Fall Year	Number Starting	College	First Term GPA	Second Term GPA	Third Term GPA	Fourth Term GPA	Graduating PCT After Four Terms	Retention Ratio After 4 Terms	Pre-Transfer GPA
1983	49	Harper	3.68	3.79	3.82	3.80	36.7	.82	4.23
1983	808	All Community Coll. Transfers	3.69	3.81	3.96	4.02	40.0	.78	4.30
1983	528	All 4-year Coll. Transfers	3.88	3.93	3.99	4.01	38.1	.82	4.20
1983	4,629	All Natives	3.94	4.03	4.10	4.10	70.5	.90	3.96
1984	44	Harper	3.64	3.65	3.72	3.86	36.4	.91	4.18
1984	835	All Community Coll. Transfers	3.67	3.75	3.85	3.93	38.2	.82	4.28
1984	540	All 4-Year Coll. Transfers	3.88	3.97	3.99	4.04	38.5	.83	4.20
1984	4,588	All Natives	3.98	4.02	4.04	4.05	57.8	.91	3.98
								After Four Terms	
1985	48	Harper	3.72	3.89	3.93	4.03	20.8	.79	4.20
1985	864	All Community Coll. Transfers	3.65	3.79	3.82	3.94	36.5	.78	4.25
1985	570	All 4-Year Coll. Transfers	3.88	3.96	4.00	4.00	35.4	.79	4.17
1985	4,541	All Natives	3.92	4.01	4.04	4.07	54.6	.92	3.96
								After 4 Terms	
1986	44	Harper	3.66	3.76	3.87	4.05	40.9	.80	4.29
1986	674	All Community Coll. Transfers	3.71	3.80	3.91	3.97	40.9	.81	4.28
1986	394	All 4-Year Coll. Transfers	3.94	3.99	4.03	4.08	42.1	.83	4.20
1986	4,850	All Natives	3.98	4.05	4.10	4.13	71.4	.93	3.99
								After 4 Terms	
1987	31	Harper	3.89	3.87	3.84	3.89	35.5	.87	4.16
1987	741	All Community Coll. Transfers	3.72	3.83	3.86	3.97	36.3	.79	4.26
1987	466	All 4-Year Coll. Transfers	3.86	3.98	4.01	4.08	36.1	.84	4.15
1987	5,086	All Natives	3.99	4.05	4.05	4.08	64.1	.98	3.99
								After 4 Terms	
1988	35	Harper	3.57	3.68	3.72	4.09	22.9	.63	4.25
1988	761	All Community Coll. Transfers	3.68	3.78	3.88	3.97	40.6	.78	4.31
1988	422	All 4-Year Coll. Transfers	3.90	3.99	3.99	4.02	35.5	.79	4.20
1988	4,995	All Natives	4.00	4.04	4.11	4.15	59.9	.78	3.99
								After	

University of Illinois - Champaign
Harper Transfer Compared to Other Groups of Students (cont'd)

Starting Fall Year	Number Starting	College	First Term GPA	Second Term GPA	Third Term GPA	Fourth Term GPA	Graduating PCT After Four Terms	Retention Ratio After 3 Terms	Pre-Transfer GPA
1989	23	Harper	3.78	3.91	4.10		--	.78	4.30
1989	700	All Community Coll. Transfers	3.71	3.81	3.94		--	.82	4.32
1989	425	All 4-year Coll. Transfers	3.91	3.97	3.99		--	.82	4.21
1989	4,754	All Natives	3.99	4.05	4.10		--	.93	4.00
								Retention Ratio After 1 Term	
1990	49	Harper	3.78				--	1.00	4.30
1990	938	All Community Coll. Transfers	3.67				--	.94	4.28
1990	629	All 4-year Coll. Transfers	3.86				--	.98	4.16
1990	4,699	All Natives	4.06				--	.98	4.03
								After 4 Terms	
Total	323	Harper	3.71	3.79	3.84	3.95	32.3	.81	4.24
Total	6,321	All Community Coll. Transfers	3.69	3.79	3.89	3.97	38.7	.79	4.29
Total	3,974	All 4-Year Coll. Transfers	3.89	3.97	4.00	4.04	37.5	.82	4.19
Total	38,142	All Natives	3.98	4.04	4.08	4.10	63.1	.90	3.99

*Retention ratio calculated without graduation data for first three terms. Item is excluded from summary.

University of Illinois at Champaign
Harper Transfers versus Other Groups as to GPA by Discipline
(six semesters, during period 1988-1990)

Discipline	Harper Transfers N	Harper Transfers GPA	All Community College Transfers GPA	All Four Year College Transfers GPA	Native Students GPA	Difference in GPA Between Harper and Other Groups 1983-1988
Human Resources	3	5.00	3.93	4.11	4.37	+2.59
Social Sciences	388	3.86	3.74	3.92	4.03	- .12
Education	70	4.34	4.35	4.42	4.51	- .28
Foreign Languages	141	4.00	4.08	4.14	4.26	- .22
Math and Computer Sciences	155	3.48	3.42	3.39	3.68	- .06
Physical Science	180	3.50	3.57	3.65	3.94	- .66
Business and Commerce	372	3.77	3.79	3.97	4.02	- .47
Engineering	327	3.82	3.86	4.05	4.11	- .56
English and Humanities	246	4.11	4.03	4.17	4.18	- .04
Fine and Applied Arts	77	4.35	4.21	4.33	4.48	+ .04
Biological Sciences	33	3.39	3.46	3.69	3.89	- .88
Agriculture	28	4.64	4.16	4.08	4.25	+1.44
All Courses	2,020	3.86	3.83	3.96	4.08	- .28

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Harper Transfers versus Other Groups at Various Illinois Public Universities as to GPA

University	Harper College N	Harper College GPA*	Other Community Colleges GPA*	Four-Year College Transfers GPA*	Native Students GPA*
Southern Illinois University - 1988-1989 (Same as prior report -- no updated data available)	232	2.62	2.85	--	2.52
Western Illinois University, Fall 1990	223	2.67	2.80	2.93	2.66
Eastern Illinois University, Fall 1990	380	2.69	2.76	2.88	2.75
Northern Illinois University, Spring 1990	1,137	2.74	2.76	2.83	2.71
Illinois State Spring 1990	516	2.64	2.72	2.82	2.68

*GPA computed on a four point scale -- 4 = A
3 = B
2 = C
1 = D
0 = F

GPA at Southern Illinois University by Discipline Through 1985-1989

(Same as prior report - no updated data available)

Discipline	Harper Transfers N	Harper Transfers GPA	All Community College Transfers	Native Students	Difference in GPA
Education	229	3.13	3.50	3.27	-.49
Engineering and Technology	378	2.55	2.79	2.72	-.41
Liberal Arts	465	2.41	2.52	2.51	-.22
Business and Administration	361	2.30	2.40	2.40	-.20
School Tech Careers	345	3.02	3.13	2.90	.01
Sciences	189	2.29	2.27	2.30	-.01
Communication and Fine Arts	349	2.80	2.78	2.74	.08
Human Resources	88	2.78	2.77	2.65	-.14
Agriculture	145	3.21	2.96	2.86	-.60

GPA at Western Illinois University by Major Field*
(Fall 1989 and Fall 1990)

Major Field	Harper N	Harper GPA	Other Community Colleges GPA	Four-Year College Transfers GPA	Native Students GPA	Difference in GPA	Percent Harper vs. Other Community Colleges**
Accountancy	15	2.33	2.23	2.22	2.02	+.54	4.9
Art	14	2.25	2.74	2.83	2.62	-1.44	5.0
Biological Sciences	19	1.71	2.19	2.42	2.12	-1.60	5.6
Management Info. Services	11	3.09	2.84	3.03	2.70	+.70	3.1
Computer Science	35	3.09	2.94	3.19	2.97	+.17	6.9
Communications - Arts and Sciences	27	2.68	2.71	2.86	2.73	-.25	5.7
Economics	43	2.49	2.47	2.54	2.35	+.11	9.5
Ed. Foundations	13	2.74	2.99	3.16	2.90	-.83	2.7
Elementary Ed and and Reading	14	2.83	3.19	3.30	2.98	-.99	4.1
English & Journalism	48	2.68	2.85	3.05	2.76	-.63	5.2
Geography	12	2.21	2.43	2.78	2.28	-.87	4.0
Health Science	46	2.85	2.83	3.06	2.77	-.11	7.2
History	19	2.37	2.57	2.80	2.33	-.59	4.7
Home Economics	10	2.61	3.05	3.16	2.86	-1.26	3.8
Industrial Ed. and Technology	11	2.83	3.17	3.39	2.99	-1.05	7.1
Law Enforcement	48	2.85	2.80	2.82	2.70	+.24	8.4
Management	55	2.78	2.82	2.87	2.87	-.23	7.3
Marketing/Finance Trans.	36	3.12	2.91	2.86	2.84	+.73	6.0
Mathematics	48	2.25	2.42	2.42	2.18	-.26	5.2
Music	12	2.72	2.83	3.20	3.02	-.90	4.9
Physical Education	38	3.12	3.02	3.17	3.16	+.01	4.6
Political Science	13	2.47	2.63	2.88	2.59	-.68	4.1
Psychology	29	2.41	2.59	2.61	2.43	-.41	5.1
Recreation, Park, Tours	15	2.89	3.05	3.24	2.95	-.57	6.0
Sociology/ Anthropology	24	2.65	2.80	3.05	2.61	-.50	3.3

*Only major fields with more than ten Harper students were considered.

**Overall - Harper students enrolled represent 4.6% of all community colleges transfers.

GPA at Illinois State University by Major Field
(Spring 1989, Fall 1990, and Spring 1990)

Major Field	Harper N	Harper GPA	Other Community Colleges GPA	Four-Year College Transfers GPA	Native Students GPA	Difference in GPA	Percent Harper vs. Other Community Colleges*
Accounting	94	2.50	2.55	2.64	2.68	- .35	7.1
Agriculture	20	2.80	3.19	3.23	3.13	-1.15	3.8
Anthropology	32	2.19	2.37	2.81	2.47	-1.10	10.0
Appl. Computer Sci.	69	3.02	2.96	2.93	2.88	+ .28	7.3
Art	130	2.83	3.06	3.17	3.04	- .79	9.6
Biological Science	70	2.06	2.36	2.45	2.30	- .93	8.2
Business Education & Adm. Service	70	2.97	2.92	3.00	2.92	+ .06	5.8
Chemistry	57	2.07	2.18	2.35	2.34	- .67	8.3
Clin. Exp. Tech. Ed.	53	3.73	3.75	3.82	3.78	- .16	11.1
Communication	227	2.68	2.72	2.84	2.86	- .38	13.1
Criminal Justice Sci.	86	2.59	2.71	2.93	2.63	- .50	13.4
Curric. & Instr.	241	3.27	3.40	3.41	3.51	- .52	16.0
Economics	140	2.21	2.19	2.47	2.19	- .23	10.0
Ed. Adm, & Found.	22	2.63	2.92	3.09	3.05	-1.16	5.5
English	98	2.74	2.64	2.72	3.56	+ .30	8.7
Finance and Law	164	3.01	2.80	3.00	2.91	+ .33	9.5
Foreign Language	26	2.21	2.74	3.00	2.89	-1.99	6.1
Geography/Geology	65	2.49	2.46	2.47	2.34	+ .22	6.0
Health Science	60	2.84	3.04	3.15	2.88	- .55	9.9
History	106	2.40	2.50	2.64	2.43	- .37	6.3
Home Economics	48	2.62	2.76	2.90	2.72	- .53	8.1
Hyperd.	193	3.01	3.01	3.22	3.14	- .34	10.3
Indust. Tech.	79	2.92	3.08	3.20	2.96	- .48	11.6
Marketing	93	2.75	2.70	2.80	2.80	- .05	7.9
Mathematics	90	1.96	2.21	2.36	2.37	-1.08	6.4
Mgt. Quan. Meth.	118	2.71	2.70	2.82	2.78	- .17	6.7
Music	72	3.04	2.99	3.21	3.08	- .17	12.7
Philosophy	36	2.44	2.14	2.38	2.36	+ .44	8.5
Physics	29	2.30	2.36	2.72	2.40	- .58	6.4
Political Science	108	2.25	2.35	2.59	2.39	- .57	8.3
Psychology	192	2.61	2.55	2.66	2.51	+ .10	9.5
Soc. Anthrop. Soc.	110	2.59	2.64	2.84	2.75	- .45	9.4
Social Work	16	2.50	3.13	3.21	3.07	-1.90	5.1
Spec. Ed. Devel.	92	3.29	3.40	2.95	3.39	+ .13	14.3
Speech Path Aud.	41	2.41	2.80	2.89	2.89	-1.34	11.5
Theatre	45	3.04	2.83	3.12	2.91	+ .24	14.1

* Overall - Harper students enrolled represent 5.5% of all community college transfers.

A P P E N D I X

- Survey Instrument

- Cover Letter

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
708/397-3000

This number identifies you. When we receive your completed survey, we will remove your name from the mailing list so you will not be bothered with a second mailing of this survey or a follow-up telephone call.

Fall 1991

Dear Student:

Because of state and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain information on our student body.

To that end, we are asking you to respond to this questionnaire as a part of a random sample of Harper College students. Since this is only a sample, it is very important that each student selected answer the survey as completely as he/she can and mail it back to the College. Any information you supply will be kept strictly confidential among appropriate college administrators.

We greatly appreciate your response to this survey. When you have completed it, please fold booklet with Harper College return address on the outside, tape or staple closed, and mail.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Office of Planning and
Institutional Research

SC/91

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WILLIAM RAINEY HARPER COLLEGE
OFFICE OF PLANNING AND RESEARCH
1200 W ALGONQUIN ROAD
PALATINE IL 60067-9987

Student Characteristics Questionnaire

Demographic

1. Sex ____Male ____Female

2. Marital Status—Check (✓) one. ____A. Single ____B. Married ____C. Divorced ____D. Widow/Widower

3. Age—Check (✓) one.

____A. 16
____B. 17
____C. 18
____D. 19
____E. 20
____F. 21
____G. 22-25
____H. 26-30
____I. 31-35
____J. 36-40
____K. 41-45
____L. 46-55
____M. 56-65
____N. Over 65

4. Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one.

____A. Managerial or executive (business executive, banker, store manager)
____B. Professional (doctor, lawyer, professor, nurse, R.N.)
____C. Sales — professional
____D. Semi-professional or technical (programmer, lab technician, secretary)
____E. Semi-skilled (machine operator, construction worker, clerk)
____F. Skilled trades (electrician, carpenter, plumber)
____G. Small business owner or farm owner
____H. Supervisor or public official (office manager, policeman)
____I. Unskilled (general laborer, farm laborer)
____J. Student, not employed full-time
____K. Homemaker and student

5. What do you plan to do when you leave Harper? Check (✓) one.

____A. Transfer to another educational institution
____B. Obtain a job
____C. Obtain a promotion
____D. Continue on same job I have now
____E. Become/continue as a homemaker
____F. Do not plan to leave Harper—plan to continue to use Harper off and on over the years for my own personal development
____G. I am not sure
____H. Move out of the area
____I. Become self-employed
____J. Join the Armed Forces
____K. Other (specify) _____

6. Primary ethnic background. Check (✓) one. If multi-racial, check (✓) all that apply.

____A. Asian American/Oriental—Chinese, Japanese, Korean, Hawaiian, Indian, Samoan or Filipino
____B. Native American Indian
____C. African American
____D. Mexican American
____E. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish or Latin American, etc.
____F. White American of European descent
____G. Foreign students who carry "F" or "J" visa
____H. Other (specify) _____
____I. I prefer not to answer this question.

7. Your total income last year exclusive of parents' income (include spouse if married). Check (✓) one.

___A. Less than $5,000
___B. $ 5,000-$ 7,499
___C. $ 7,500-$ 9,999
___D. $10,000-$11,999
___E. $12,000-$14,999
___F. $15,000-$19,999
___G. $20,000-$24,999
___H. $25,000-$29,999
___I. $ 30,000-$ 34,999
___J. $ 35,000-$ 39,999
___K. $ 40,000-$ 49,999
___L. $ 50,000-$ 59,999
___M. $ 60,000-$ 69,999
___N. $ 70,000-$ 79,999
___O. $ 80,000-$ 99,999
___P. $100,000-$150,000
___Q. Over $150,000

8. Transportation – Check (✓) your primary mode.

___A. Drive my own car
___B. Ride with someone else
___C. Use family car
___D. Car pool
___E. Motorcycle
___F. Bicycle
___G. Take bus
___H. Walk
___I. Drive company car/van

9. Would you prefer public transportation or would you like to be contacted for a car pool? Check (✓) **ALL** that apply.

___A. I would be interested in bus transportation.
___B. I would prefer to be in a car pool.
___C. Not interested in either.

10. What is the highest educational level you attained prior to attending Harper? Check (✓) one.

___A. Some high school
___B. High school graduate
___C. GED equivalency diploma
___D. Technical or business school graduate
___E. Some college
___F. Associate degree – community college degree
___G. Some hours beyond associate degree
___H. Three-year nursing degree
___I. Bachelor's degree (B.A. or B.S.)
___J. Master's degree
___K. Ph.D. or Ed.D. – Doctorate

Family Information

11. Which language is most used at home? Check (✓) one.

___A. English
___B. Spanish
___C. German
___D. Italian
___E. Polish
___F. French
___G. Greek
___H. Japanese
___I. Chinese
___J. Vietnamese, Thai, Cambodian Laotian
___K. Korean
___L. Hindi
___M. Scandinavian
___N. Filipino
___O. Latvian
___P. Arabic
___Q. Other (specify) _____

12. What age children do you have? Check (✓) **ALL** that apply.

___A. Have no children
___B. Have pre-schoolers at home
___C. Have school age children at home
___D. Have post high school children at home
___E. Have children who have left home

13. Are you financially independent (less than $600 from parents and not listed as income tax dependent)? Check (✓) one.

___A. Yes – live away from parents
___B. No – live with parents
___C. Yes – but live with parents and pay for room and board and all other expenses

14. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you as a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential, if you do not know, or if you are financially independent of parents.) Check (✓) one.

____A. Less than $5,000	____I. $ 35,000-$ 39,999
____B. $ 5,000-$ 8,999	____J. $ 40,000-$ 49,999
____C. $ 9,000-$12,999	____K. $ 50,000-$ 59,999
____D. $13,000-$16,999	____L. $ 60,000-$ 69,999
____E. $17,000-$20,999	____M. $ 70,000-$ 79,999
____F. $21,000-$24,999	____N. $ 80,000-$ 99,999
____G. $25,000-$29,999	____O. $100,000-$150,000
____H. $30,000-$34,999	____P. Over $150,000

15. What are the sources of financing your education while at Harper College? Include **ONLY** tuition, fees, books and school supplies. **DO NOT** include living expenses. Give the approximate percentages that add up to 100 percent.

A. Self ..... _____
B. Spouse ..... _____
C. Parents ..... _____
D. Scholarships ..... _____
E. Veterans Benefits ..... _____
F. Loans ..... _____
G. Employer Contribution .... _____
Total 100%

Establishing a Relationship with Harper College

16. How did you first hear about Harper College? Check (✓) one.

____ A. Parents, friends, or relatives
____ B. Literature at the high school
____ C. Literature at work
____ D. High school counselor
____ E. Saw the campus or live close by
____ F. Newspaper articles or advertising
____ G. Semester schedule received from Harper in the mail
____ H. Harper area high school cooperative orientation program
____ I. Cannot remember when I first heard about Harper College
____ J. Visit by Harper representative to my high school
____ K. Heard about Harper through employees where I am employed
____ L. Talked to Harper counselor or faculty member
____ M. Real estate agent
____ N. Welcome Wagon
____ O. Wanted specific program — found Harper College had it
____ P. Brochures or letters received from Harper through the mail
____ Q. Senior Citizen Center
____ R. Employed near Harper College
____ S. Saw or toured Harper van
____ T. Saw or visited display at a shopping center
____ U. Harper College open house
____ V. Heard about Harper at the college I attended before
____ W. Referendum or tax bill
____ X. From the public library
____ Y. High school competition at Harper College
____ Z. Scholarship opportunity
____AA. Other (specify) _____

17. What or who most convinced you to first attend Harper College? Check (✔) one.

____ A. Parents, friends, or relatives
____ B. Literature at the high school
____ C. Literature at work
____ D. High school counselor
____ E. The fact that it was so inexpensive
____ F. The fact that it is so convenient to get to
____ G. Semester schedule received from Harper in the mail
____ H. The facilities on the campus impressed me
____ I. A visit to Harper's campus, talking to faculty or counselor
____ J. Harper area high school cooperative career orientation program
____ K. Newspaper articles or advertisements
____ L. The fact I could get the specific program or course(s) I wanted
____ M. No particular reason
____ N. Brochures or letters received from Harper through the mail
____ O. I found it was easy to transfer courses to a four-year college
____ P. Employees at work convinced me
____ Q. Wanted to use V.A. benefits
____ R. Harper College is better than the closest community college
____ S. Scholarships available
____ T. It is a good place to find direction for your life
____ U. I worked at Harper College
____ V. The economy and the availability of jobs
____ W. Could not get accepted at any other college
____ X. Faculty or staff at another college recommended Harper College
____ Y. Insurance reasons
____ Z. Harper's reputation for excellence
____AA. Athletic program
____BB. I wanted to broaden my knowledge base
____CC. Other (specify) _____

Goals at Harper College

18. During the fall semester were you A.____Full-time student (12 hours or more) B.____Part-time student

19. When were you enrolled during the fall semester? Check (✔) one.

____A. All courses were during the day (7 am-5 pm)
____B. All courses were in the evening (5 pm-11 pm)
____C. All courses were on weekends
____D. A mixture of times — give number of hours in each time period
____ credit hours during the day
____ credit hours during the evening
____ credit hours during the weekend

20. Where were you enrolled during the fall semester? Check (✔) one.

____A. All courses on the main campus in Palatine
____B. All courses at Barrington High School
____C. All courses at Schaumburg High School
____D. All courses at the Northeast Center
____E. All courses at another off-campus location
____F. A mixture of locations — give number of hours at each location
____ credit hours main campus
____ credit hours Barrington High School
____ credit hours Schaumburg High School
____ credit hours Northeast Center
____ credit hours other location

21. Which of the following best indicates why you enrolled at Harper? Check (✔) one.

____A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field)_____
____B. To enroll in a specific career program (specify)_____
____C. To search for a major field of interest
____D. To take courses for general interest
____E. For retraining or refresher purposes
____F. To learn the English language

22. Which of the following statements applies to you? Check (✔) one.

____A. I have a definite major field which has remained unchanged since entering Harper College.
____B. I have changed fields since entering Harper College.
____C. I plan to change my major field in the near future.
____D. I do not have a major field of study and do not need one at the present time.
____E. I am searching for a field.
____F. I am a transfer student and entering a different curriculum at Harper College.
____G. I have a bachelor's degree or higher and starting a new program at Harper College.

23. Please indicate how long you presently plan to attend Harper? Check (✔) one.

____A. More than three years
____B. Three years
____C. Two years
____D. One year
____E. Just one semester

24. Highest degree planned or earned. Check (✔) one.

____A. None – no degree
____B. Associate – Community College degree
____C. Bachelor's (B.A. or B.S.)
____D. Master's (M.A. or M.S.)
____E. Ph.D. or Ed.D.

25. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper. Check (✔) all that apply.

____ A. Faculty
____ B. Other Harper staff
____ C. Counselors at Harper
____ D. Brochures
____ E. College catalog
____ F. Other students
____ G. Newspaper releases
____ H. Semester schedule
____ I. Employer or fellow workers
____ J. Find information I need on my own
____ K. Admissions Office
____ L. Relatives or friends
____ M. Posters or bulletin board
____ N. High school counselor
____ O. Career development courses or college survival course
____ P. Senior citizen center
____ Q. Did not receive enough information
____ R. Business office
____ S. Financial Aid office
____ T. Computer terminal
____ U. Learning Resources Center (Library at Harper)
____ V. Student newspaper – *The Harbinger*
____ W. Student activity participation
____ X. Information booth
____ Y. Displays in the community
____ Z. Community agency
____AA. My employment at Harper College
____BB. Public library in community
____CC. Orientation program or open house

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____DD. Other (specify)_____

_____

_____

_____

_____

_____

26. What type of telephone do you have in your home? ____A. Touchtone ____B. Pulsetone ____C. Rotary

***Thank you* for participating in this survey. When you have completed all questions, please refold this form with the Harper College address panel on the outside, tape or staple together, and drop form in the mail.**

Address Correction Requested

Important Mail - Please Read

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Palatine, Illinois 60067-7398
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When it

Comes to

Harper,

you're

the Expert

Please Complete and Return This Survey.

Your Expert Opinion is Important to Harper.